R E P O R T R E S U M E S

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JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS--WHAT THEY ARE AND WHAT THEY SHOULD BE.

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AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.

PUB DATE 67

EDRS PRICE MF-$0.09 HC-$2.28 57P.

DESCRIPTORS- *MODELS, COCURRICULAR ACTIVITIES, *COUNSELING PROGRAMS, *JUNIOR COLLEGES, *STUDENT PERSONNEL SERVICES, EDUCATIONAL PHILOSOPHY, MANPOWER DEVELOPMENT, VOCATIONAL EDUCATION, ADMINISTRATIVE PERSONNEL, EDUCATIONAL ADMINISTRATION, ADMINISTRATIVE ORGANIZATION, ADMINISTRATOR RESPONSIBILITY, *ADMINISTRATOR GUIDES, DISTRICT OF COLUMBIA

RESULTS OF A 2-YEAR STUDY ARE SUMMARIZED IN ORDER TO EVALUATE THE PRESENT STATUS OF JUNIOR COLLEGE PERSONNEL WORK. A SERIES OF 21 FUNCTIONS, DEVELOPED BY PROFESSIONALS IN THE FIELD, PROVIDES CRITERIA TO DEFINE BOTH PRESENT AND PREFERRED PROGRAMS. QUESTIONNAIRE AND INTERVIEW DATA GATHERED FROM A SELECTED NATIONAL SAMPLE OF 49 LARGER AND 74 SMALLER COLLEGES INDICATE THAT--(1) BASIC STUDENT PERSONNEL FUNCTIONS ARE NOT BEING ADEQUATELY PERFORMED IN THE MAJORITY OF THE COLLEGES STUDIED, (2) CERTAIN INSTITUTIONAL CHARACTERISTICS SUCH AS THE CLARITY OF STAFF ROLES ARE MORE DETERMINANT OF THE QUALITY AND LEVEL OF PROGRAM THAN EITHER PLACEMENT OF ADMINISTRATIVE RESPONSIBILITY OR GRADUATE TRAINING LEVEL OF THE STAFF, (3) STUDENT EVALUATIONS CAST DOUBT ON WIDELY EXPRESSED VIEWS OF PROGRAM EFFECTIVENESS, AND (4) PROGRAMS CAN BE CLASSIFIED AS STRONG OR WEAK ON THE BASIS OF THE CRITERION DEVELOPED. IMPROVEMENT OF PROGRAMS NECESSARILY INVOLVES A SERIES OF STEPS RELATED TO (1) CREATION OF THE PROPER INSTITUTIONAL ENVIRONMENT, (2) DEFINITION OF FUNCTIONS TO BE PERFORMED AND THE STRUCTURE OF STAFF NEEDED TO CARRY OUT THESE FUNCTIONS, AND (3) DESCRIPTION OF TRAINING NECESSARY TO PROFESSIONALIZE THE WORK OF THE STAFF. GUIDELINES AND RECOMMENDATIONS FOR PROGRAM DEVELOPMENT ARE INCLUDED IN THE STUDY. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W. WASHINGTON, D.C. 20036, FOR $1.50. (AL)

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JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS WHAT THEY ARE AND WHAT THEY SHOULD BE

BY CHARLES C. COLLINS

A Discussion Based on Findings and Recommendations in the Report
Junior College Student Personnel Programs—Appraisal and Development

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 1 1967

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Price: $1.50

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Washington, D.C. 20036

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PROJECT FOR APPRAISAL AND DEVELOPMENT OF
JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

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A study supported by the Carnegie Corporation of New York.

PREFACE

In November 1965, the Committee on Appraisal and Development of Junior College Student Personnel Programs presented the report of its study to the Carnegie Corporation. It contained contributions by a number of authors, and it comprised about 260 pages. Copies are available from the American Association of Junior Colleges.

The book in your hand is a "reader's version" of the longer, more technical report. This shorter version is commended to our colleagues with the assurance that they will find it pleasant to read as well as informative.

I had the pleasure of writing the foreword to the report which went to the Carnegie Corporation. I have been asked to repeat those remarks here. The paragraphs which follow are from that report:

The community college is to the development of American education in the second half of the twentieth century what the high school was to the expansion of educational opportunity between 1900 and 1950. The pages of this volume point out that there are now more than a million students enrolled in more than 800 two-year colleges in forty-nine states, although fewer than half of those in the public colleges are enrolled full time.

The community college is in fact the most rapidly developing educational institution in the United States. Many states are putting primary reliance on the expansion of community colleges in both size and number as a means of meeting the rapidly accelerating demand for education beyond the high school. Even states in which the four-year institutions have discouraged or opposed the establishment of community colleges by creating their own two-year branches, such as Ohio, Indiana, and Pennsylvania, have now recognized the necessity of permitting or even encouraging local communities to establish multipurpose junior colleges responsive to local and regional needs.

One reason for the change of heart concerning community colleges is that many public four-year institutions have decided to become more selective and to concentrate more strongly than before on advanced undergraduate, graduate, and professional education. In devising their master plans several states have compensated for more stringent admission requirements to four-year institutions by opening the door of educational opportunity to all or nearly all young people by keeping the community colleges relatively unselective.

Community colleges, therefore, have assumed the enormously difficult task of educating highly diversified student bodies. It is obvious that these institutions must provide highly differentiated educational programs. It should be equally clear that if students are to choose wisely among many different courses and curricula leading to a great variety of future careers, they must be assisted in identifying their abilities and aptitudes, in assessing their deficiencies and their potentialities, and in rationalizing their aspirations.

Once the moment of choice presumably was high school graduation. From high school, students moved into the occupational arena or went on to four-year institutions, although many of those who attended the latter failed to earn their degrees. Now the community college is rapidly becoming the great distributive agency in American education. Here the student can make a fuller and perhaps more accurate inventory of his characteristics; test his aptitudes and interests in the classroom, in the laboratory, or in work-study programs. Here he can revise his vocational and educational plans by bringing them more nearly in line with his reasonable expectations. Here he can establish his identity and at least begin to attain the independence that characterizes individuality and adulthood. The Committee on Appraisal and Development of Junior College Student Personnel Programs believes that the student is likely to do these things effectively only if the college recognizes the process of self-discovery as one of its principal purposes, and if the institution's personnel services are adequate in scope and quality to give the student necessary assistance.

Many of the advantages of community colleges are at the same time their limitations. Local governance may put a heavy hand on freedom of teaching and discussion. As an extension of the community, the junior college may be especially vulnerable to all sorts of pressures, some constructive and some unconstructive. The commendable desire of the community college to serve the economy of its immediate area, for example to provide trained technicians for local industries, may restrict students' vocational horizons and, while preparing them for immediate employment, fail to educate for the occupational adaptability that the changing technology and economy make essential. Living at home may make it difficult for the student to establish his identity and to attain independence without disruption of family ties. Such problems as these place unusual responsibilities on community colleges and challenge them to provide student personnel services of high quality.

The committee has attempted to summarize the characteristics of an effective program of student personnel services for two-year institutions. It has also made an effort to appraise the effectiveness with which student personnel services are conceived and conducted in a representative sample of two-year institutions. The conclusion of these studies may be put bluntly: when measured against criteria of scope and effectiveness, student personnel programs in community colleges are woefully inadequate. The reports of the committee's studies identify the principal deficiencies and point out where improvement is most essential. The committee presents its constructive recommendations for upgrading the services which, to a very large degree, will determine the extent to which community colleges will discharge their very considerable responsibilities. It would be inappropriate to summarize these recommendations here. Suffice it to say that they deal with the recruitment and training of student personnel workers in and for the junior colleges, the definition of criteria for the appraisal of student personnel services, and the selection of colleges with the strongest student personnel programs in various regions of the country to serve as demonstration and development centers. The centers should work in close cooperation with universities engaged in the preparation of personnel workers and in the evaluation of student services.

The committee's report also proposes means for the wide dissemination of information concerning the characteristics of effective student personnel programs among persons whose attitudes and support will go far in assuring their quality. There is reason to believe that many administrators of community colleges do not understand the essential nature, scope, and functioning of student personnel services. Without administrative insight and support these services will always be starved financially and they will fail to attain legitimacy. But legitimacy is also dependent on the understanding, participation, and backing of faculties. It is possible—even likely—that as community colleges reach for higher academic status their faculties will be less sympathetic with the wide range of purposes and functions which the community college in theory should profess, and be less ready to lend enthusiastic support to comprehensive student personnel programs. The committee believes that it is essential, therefore, to engage all concerned with community colleges—citizens, members of governing boards, faculties, and administrators—in a study of its findings and recommendations.

The committee looks to the appropriate agencies of the federal government, to private foundations, and to professional associations for the financial assistance, leadership, and organization necessary for a concerted effort to give student personnel services in community colleges the status they deserve and to permit them to attain the effectiveness which will justify a key role for two-year institutions in the education of young people.

T. R. McCONNELL, CHAIRMAN
COMMITTEE ON APPRAISAL AND DEVELOPMENT OF
JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

ACKNOWLEDGEMENTS

This publication is a condensed and perhaps popularized version of the report *Junior College Student Personnel Programs: Appraisal and Development*—a study initiated by the American Association of Junior Colleges and supported by the Carnegie Corporation of New York. Its authority derives from the thought, the analysis, the research, and the discussion of the national advisory committee and the project staff.

For ease of reading, the protocol of the scholarly paper was not used. No footnotes, no references, no bibliography will be found on these pages. The findings and recommendations of the study are all here for the busy legislator, board member, administrator, counselor, and instructor to read and consider. However, the diligent researcher seeking sources and further details is referred to the technical report noted above.

The style may make the author sound as if he were writing with omniscience. The fact is he was simply summarizing the major research of Staff Director Max R. Raines, Research Consultant Donald P. Hoyt, and Coordinators Jane E. Matson, J. W. McDaniel, and James H. Nelson. The analysis of societal forces echoes the thinking of Professor Robert J. Havighurst. The wealth of material on the characteristics of junior college students was all mined from the papers of Professor Leland L. Medsker. The present facts and future projections on employment were largely provided by Labor Analyst Howard Rosen. The concept of vocational decision making as commitment within a wider attitude of tentativeness is that of Professor David V. Tiedeman. The point of view on student activities is a paraphrasing of that of Dean E. G. Williamson. The research recommendations come from many sources but particularly from Doctor William W. Turnbull and Professor Donald P. Hoyt.

That which is clearly unsubstantiated opinion is that of the author.

CHARLES C. COLLINS

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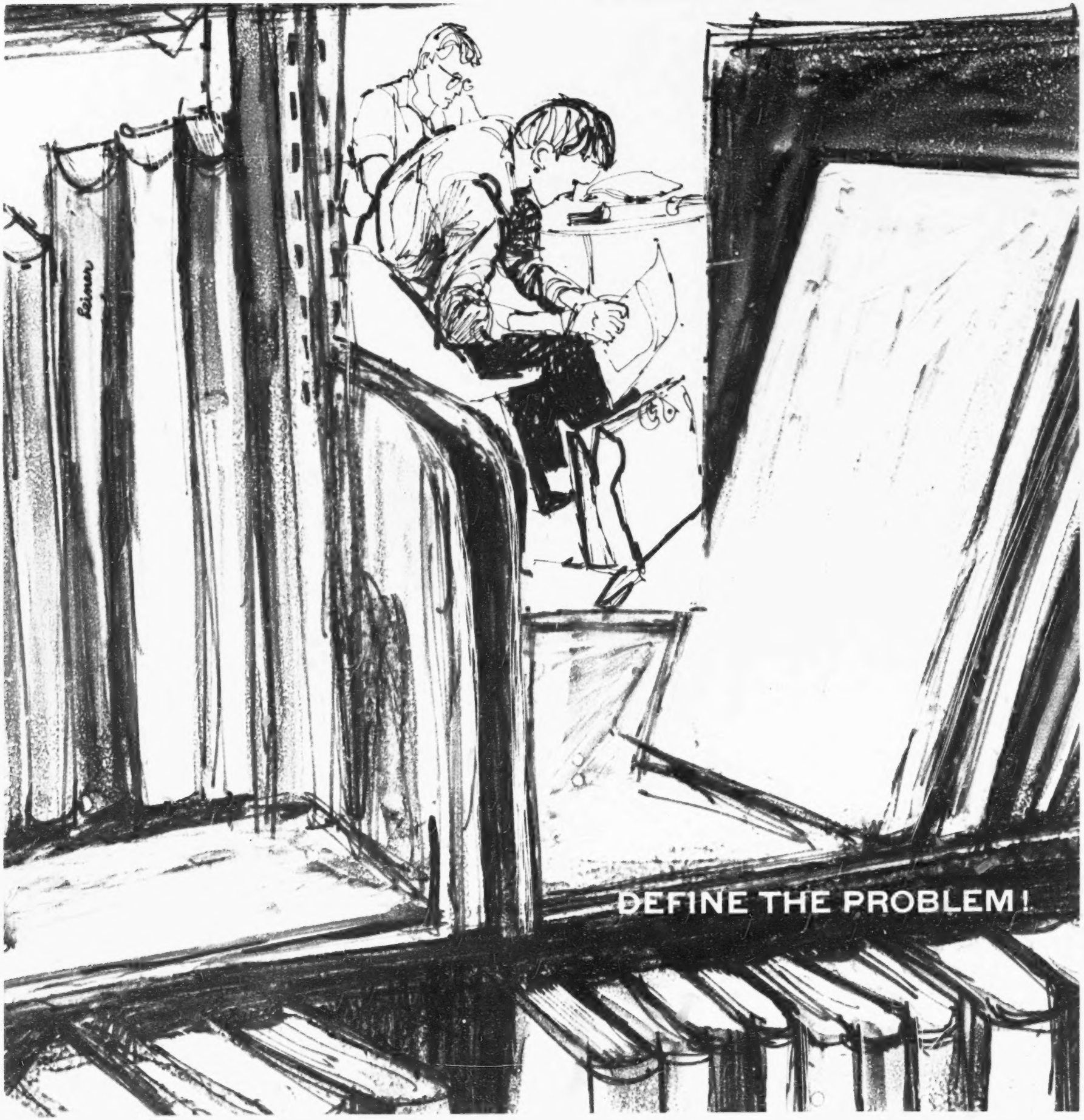

DEFINE THE PROBLEM!

an increasing concern

In the second half of the nineteenth century, James Russell Lowell observed; "It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republic of America was practically settled." Lowell was speaking of what was then called grammar school.

In the second half of the twentieth century, the Educational Policies Commission published this bold statement: "The goal of universal education beyond high school is no more utopian than the goal of full citizenship for all Americans, for the first is becoming prerequisite for the second." The Educational Policies Commission was speaking of college.

History has long since validated Lowell's observation and is rapidly making the case for universal post-secondary education.

In 1966, there were well over one million students enrolled in more than 800 public and private junior colleges located in forty-nine of the fifty states. California alone had some eighty publicly supported community colleges with total enrollment approaching the half-million mark—almost twice the combined enrollments of the university and state college systems of California. As other states match and in some cases surpass the California junior college growth pattern, the enrollment prediction of 6 to 8 million college students by 1970 begins to appear rather conservative. By the end of this decade, there will be 25 million youth of college age. Perhaps the happy combination of peace and the cybernation revolution will swell the enrollment to a veritable flood tide of students pouring into college. Fearing inundation, the four-year colleges and universities will continue to raise both tuition and entrance requirements, and these levees will divert the great flow into the junior colleges.

When more people are admitted into almost any social institution, be it restaurant, club, army, or college, it follows that there is less selection. Hence a more heterogeneous group is formed with greater diversity of needs, tastes, talents, goals, and all other traits that make up the human condition. Junior colleges, or at least public community colleges, have always been an American melting pot in miniature, and have created a structure to try to accommodate this diversity. Their curricular offerings have ranged from remedial reading to the most rigorous of preprofessional courses. More pertinent to the subject at hand, the junior colleges have historically accepted the logic that their highly diversified student bodies obliged them to develop strong, comprehensive student personnel programs. They have prided themselves on this feature and have claimed that it is the compensatory factor that balances out the selectivity of four-year colleges and universities and accounts for the high favor with which graduates look upon their junior college experience. In the minds of some junior college enthusiasts, there developed a mystique around the student personnel activities which seemed to imply the notion that these magic rituals could metamorphize each unselected junior college student into a self-fulfilled, goal-oriented, educational and vocational success.

The more insightful friends of the junior college movement accepted the validity of the proposition that diversity of student population increased the need for an effective student personnel program but began to ask for evidence that this most essential function of the junior college was in fact being performed. Those with heaviest responsibility for the proper education of the citizenry—local administration, national association officers, governing board members, counselors, teachers—began to reflect the following point of view: The effective performance of all aspects of student personnel work is much too important a matter for us in any way to delude ourselves. In the 1960's, the welfare of

hundreds of thousands of young men and women is being affected positively or negatively by the caliber of the student personnel program. By the 1970's, this same statement will apply to millions. Hence, now is the time for evaluation, for building upon strengths and eliminating weakness, for seeing where we are and where we must go, for saying this we know and this we don't know, for a realistic definition of goals, and for charting that course by which these goals can most expeditiously be met.

the Carnegie study begins

In August 1963, the Project for Appraisal and Development of Junior College Student Personnel Programs was established by the American Association of Junior Colleges with financial support from the Carnegie Corporation of New York. Professor T. R. McConnell, chairman of the Center for the Study of Higher Education at the University of California at Berkeley, was asked to chair a national advisory committee composed of distinguished scholars representing the disciplines of sociology, psychology, economics, and education as well as respected specialists in junior college student personnel work. This committee planned a nationwide study whose essential format can now be described by the imperatives used as chapter titles of this report: Define the Problem! Step Back for Perspective! Assess What Is! Deduce What Should Be! Map the Route from What Is to What Should Be!

Coordination of this two-year project became the responsibility of Max R. Raines, staff director. The primary thrust of the study was to evaluate the present status of junior college student personnel work against criteria established as essential by respected professionals in the field. This overall task led down many paths which converged in the complex goal of describing what is, defining what should be, and planning the bridge to get from here to there.

The difficulty encountered in defining criteria for judging student personnel programs led to a companion project supported by funds from the U.S. Office of Education. This began as a five-day research development conference held in April 1964, at the University of Chicago and attended by fifty representatives from selected junior colleges throughout the United States. The position papers prepared by the members of the national advisory committee were used at the Chicago conference as stimuli for depth discussion of research needed in the field of student personnel. Many of the recommendations for research and development made in Chicago became integral parts of the study, e.g., the survey of graduate training resources for student personnel services, the development of potential demonstration centers, and the establishment of criteria for use in structured interviews to evaluate junior college student personnel programs. The major points of the position papers, the most pertinent research recommendations, and the key findings of completed research will be fitted into this report as they become relevant.

the problem defined

In the foreseeable future, nearly all citizens in our society will benefit from post-secondary education, and the ongoing trend would predict that literally millions of these young, and not so young, people will become students in public and private junior colleges. They presently are, and will continue to be, an assorted crew, as diverse as mankind itself. The world with which they prepare to cope, will in its complexity and rapidity of change appear to them as a veritable phantasmagoria.

In their diversity, and in their bewilderment, they will need calm counsel. In the vast and too often impersonal educational institution, each student will need the means by which he can establish his own identity; within a context of security begin to appraise himself accurately, shed supercargoes of fears and unrealistic expectancies, sever the personal, emotional, and ideational dependencies which fetter him, and test himself in closely simulated or in real life situations. Perhaps more than their cousins in the liberal arts colleges and universities, these students will require assistance in their striving for self-actualization. The instructional staff contributes mightily to this goal, yet instructors cannot be all things to all students. Student personnel professionals are needed to plan, organize, and carry out those experiences directly aimed at student self-discovery, self-acceptance, and self-fulfillment.

The first question that arises—and it did arise for the national advisory committee—is this: To what degree do the junior colleges of America have professional-level student personnel programs designed to achieve the objectives just described? Do junior colleges simply talk bravely about the centrality of student personnel or are brave words also honest deeds? The participants in the study soon found that to begin to answer the first question prompts a second, for some yardstick is needed to say "Yes, the junior colleges have effective student personnel programs," or to say "No, they do not."

The second question, which soon displaces the first, is this: Broadly defined, what constitutes an adequate, a promising, a good student personnel program? Such a question cannot easily be answered experimentally, so the national advisory committee had to content itself with consensus among knowledgeable people.

If reasonably clear answers are obtained for the first two questions, whatever their order may be, the third question which logically follows is this: Assuming present personnel programs are not paragons, what research, what development, what action is needed to raise them to acceptable standards?

This then was the overall problem to which the national advisory committee addressed itself. Within the two-year study, some detours and tangents were followed, yet the thrust was always toward describing what is, defining what should be, and charting the road from what is to what should be.

Not as a detour and not as a tangent but essential to an understanding of the problem was the necessity to step back to get perspective.

STEP BACK FOR PERSPECTIVE!

forces within the wider society

Any institution, and the junior college is no exception, exists within the context of the wider society and has a symbiotic relationship to it. The professional staff of the junior colleges make unending effort to mold and shape the society, but few if any of these staff members are blind to the molding and shaping forces that the society inexorably applies to educational institutions. Description of a few examples should prompt concerned thought of other societal forces affecting the junior college in general and student personnel work in particular.

The population explosion should serve as an excellent beginning example. The number of 18-year-olds in the United States jumped from 2.2 million in 1955 to 3 million in 1964 and 3.7 million in 1965. The projection of the United States Office of Education is that the numbers of college entrants will grow 75 per cent in the decade following the base year of 1963. Conservative estimate now predicts in excess of 800,000 students by 1970 in California junior colleges alone. If the number of California junior colleges were to remain constant, this would mean eighty community colleges each with an average enrollment of 10,000 students.

The implications become apparent without burdening the argument with further scare statistics. It takes a staggering amount of tax money to educate millions of students. Taxpayers would like to reduce their burden even if it means closing open door colleges. Junior college staff members begin to be self-centered about the use of the limited tax dollar. As a minority group within the professional staff, student personnel specialists may soon find themselves on the defensive. Even sooner, they may be pressed to defend the remedial function by those most directly concerned with the student *qua* human being and therefore involved in student plans, student aspirations, and the salvaging of wayward students.

Other implications of the burgeoning student body come to mind in question form: How can the evils of alienation be avoided when the vast numbers require that the student be data processed? Can genuine concern for the individual be maintained when all circumstances seem bent to make him so much a part of the mass? Can group processes be developed as effective substitutes for some work now done on a 1:1 basis? How can individuality be fostered when the bureaucratic force is toward conformity? Is totalitarianism a function of numbers and does this therefore make the college an agent to execute the will of the state?

A second example, not unrelated in effect to the population explosion, is what is sometimes called the "Negro Revolt" but should be broadened in concept to the revolution of rising expectations. This societal force is already apparent in the metropolitan centers with educationally and economically depressed ethnic enclaves. The Negroes, Mexican-Americans, and disadvantaged whites are entering wherever the educational door is open. By and large they accept the prevailing American belief that education is the socio-economic escalator. They arrive already handicapped by environmental poverty of every dimension, perhaps the most serious being basic lack of faith in their own competence and in their own worth. They come now by twos, by tens, by twenties, and soon they will come by thousands. They swell—and will soon multiply—the already large number (25 to 30 per cent) of junior college entrants who cannot progress in any type of collegiate training until they first achieve better mastery of tool subjects or the symbol systems: reading, composition, listening, speech, fundamental logic, arithmetic. This problem will add strength to those forces already convinced that the comprehensive junior college is not a viable institution and should be cleft into a

lower-division liberal arts college for the academically capable and an area vocational school for those whose interests and preparation are different. Those exhibiting a stiffening resistence of the "haves" to the militant importuning of the "have-nots" may make unwitting alliance with the newer breed of junior college instructor who identifies with his discipline and with a narrow concept of college level teaching. Together they may muster a formidable force to close the door marked "college" to those whose rising expectations are not matched by previous preparation.

A contrary force, supportive to the comprehensive community college and to the primacy of general education, is the present and potential cybernation revolution which promises, or perhaps threatens, to revolutionize almost every aspect of the economy. If the automated machine coupled to the computer can turn out a cornucopia of material goods untouched by workers' hands, then why should the aim of education be training for manpower? In an economy of abundance, the ancient humanistic aim of education for manhood can no longer be diluted or denied. A cybernated economy will be operated by high level technicians. Candidates for these positions will not be drawn from those who now bear the scars of generations of disadvantagement. In a society with a guaranteed annual income, those who presently are unemployed will become the cadre for an ever broadening leisure class. All this would argue for universal higher education of the most liberalizing sort. It would also argue for basic core training for technological job families rather than training of higher specificity for a single job. The thread of this last thought will be picked up again in the discussion of forces within the occupational sphere.

The drive for educational opportunity whereby each generation will outstrip the last; the persistence of the community idea in American education exemplified by the desire of each community to have its own college; and the stubborn preference for liberal arts education over occupational education; compose a triad of traditional forces which make the junior college an instrument for the developing mass culture of the United States. In an affluent society where upward mobility is largely a function of education, a greater and greater proportion of youth will secure at least one or two years of college education.

What is occurring is a rapid blurring of distinctions between the elite and the mass culture. Through universal higher education, the mass culture can adopt or establish self-imposed standards of work, leisure, life style, and civic activity which are motivated by concern for the general welfare as well as personal enjoyment. The mass culture can come to honor traditions in the higher pursuits of religion, science, esthetics, politics, and in so doing can resist retrogression to the mediocre. The mass culture can be brought to a commitment to cultural development.

The junior college has a unique opportunity to elevate the cultural level of the lower middle class students who make up the bulk of its student body. The expanding community service function of the junior college reflects the expanding role the junior college must accept in helping people use their growing amounts of leisure in the pursuit of cultural goals. Some observers of the society go so far as to say that it will not be the overworked professional but the persons with moderate educational level and occupational responsibilities who will be the true culture bearers of the future.

forces within the occupational sphere

The utopia of a workless world, if utopia it be, is a distant vision, not a present reality. It is true that the semiskilled worker, whose job can be programed into routinized tasks, is rapidly being replaced by the automated machine.

It also is apparent that the unskilled job by definition requires no prolonged training hence never was nor ever will be of central concern to the junior college. Nonetheless, the manpower function of the junior college remains to be performed, and when the brief is made for a liberal education in preparation for manhood it in no way argues for or even implies exclusion of training for manpower. Work is part of life; men find a large part of their identity in their jobs; work requires knowledge and wisdom, the application of which is as satisfying as the use of knowledge and wisdom in any other aspect of a man's being. The distinction made between education for manhood and training for manpower is not an invidious one and is used only to clarify discussion; the relationship is really that of part to whole, occupational training being an integral part of the whole of education.

The crests of the oncoming occupational waves can already be seen to be the professions, the semiprofessions or technologies, and the service occupations at almost all levels of competency. The professions are most prestigious, best known, and seem to be the first consideration of junior college students and junior college counselors. This may not be as unrealistic as it first appears, for by virtue of sheer numbers, the greatest repository of the high mental ability required for the professions is in the lower middle and lower classes—the classes from which the junior college students are largely drawn. At the same time the realistic note should be struck that the professions require at least the baccalaureate, and no more than 20 to 30 per cent of junior college students are likely to attain this degree at this time. Good sense then would advise close scrutiny of the middle-level positions in technology and in the service occupations.

In the decade 1950 to 1960, the total number of persons in the U.S. labor force increased by 14.5 per cent. The number of technicians rose from 200,000 in 1950 to 480,000 in 1960; an increase of 140 per cent, and with no sign of a leveling-off. To give two familiar examples, electrical-electronic technicians increased in number from 11,000 in 1950 to 90,000 in 1960 and engineering-physical science technicians doubled from 91,000 to 184,000. Much of this mushroom growth centered in the research and development divisions of industry, the Armed Services, and the universities. This seminal work is in no way diminishing but the practical application of the research already accomplished is vastly increasing the demand for technicians. A 1964 Department of Labor study projected a need for 700,000 new technicians within the 1960's.

To date, the hard facts show that the junior colleges have not responded to this phenomenal need for highly trained technicians. In the academic year 1960-61 only 153,000 students, 20 per cent of junior college enrollment, were enrolled in terminal curriculums. A 1964 Labor Department study of electronic, engineering, and physical science technicians showed that of those who had had formal training 34 per cent had taken this training in technical institutes, 25 per cent in the Armed Forces, 18 per cent in correspondence schools, and only 4 per cent in junior colleges. For medical and dental technicians with formal training the results were equally damning: 40 per cent in the Armed Forces, 40 per cent in special schools, 7 per cent in technical institutes, and 7 per cent in junior colleges. Actually, three-fourths of the technicians claimed to have learned their current jobs through on-the-job training. No more than 25 per cent of any technician group studied felt that formal training had been the most helpful way to learn their current job. The exciting employment opportunities in the technologies in contrast to these dismal facts should prod junior colleges to look to the nature of their occupational curriculums, to the attitudes of faculty, counselors, and students toward these curriculums, and to the soundness of any vocational counseling which may be occurring.

The United States which has one of the highest standards of living, is the first nation in the history of the world with less than half of the employed population engaged in the production of material goods. Further, production is going to become more and more the exclusive domain of the engineers, the technicians and the machines which they create, maintain, and operate. The flow of goods will vastly increase even as a greater proportion of workers become a part of the service economy. Concomitant with this occupational trend is the movement away from the private sector and toward the public sector of the economy. Perhaps a list of curricular examples will illustrate these economic signs of the times and will provide cases in point for several implications for junior college education which should be highlighted.

Teacher aide	Food service management
Police science	Junior public administration
Counselor aide	Dental assisting
Insurance	Registered nursing
Dental hygiene	Commercial art
Office clerk	Architectural drafting
Fire science	Machine duplication
Waste disposal	Nursery school operation
Office machines	Licensed vocational nursing
Photography	Convalescent home management
Machine shorthand	Medical assisting
Music	Secretarial science
Fashion design	Broadcasting technology
Cosmetology	Technical illustration
Technical writing	Stage and lighting technology
Library aide	Scientific laboratory assisting
Salesmanship	Dental laboratory technology
Recreation	Stage and broadcasting
Real estate	Mid-management merchandising
Data processing	Water purification technology

This does not exhaust the possibilities of two-year curriculums in the junior college and it makes no mention of manufacturing or research technologies, nor the traditional trades, nor maintenance and repair specialties. The point is that the present ratio of 75 to 80 per cent of junior college students designated as "transfer" students vs. 20 to 25 per cent designated as "terminal" students could be reversed to fit the fact that only 20 to 25 per cent of junior college students actually transfer to baccalaureate programs. There are enough challenging, rewarding, even glamorous, occupations to absorb the 75 to 80 per cent who terminate their formal education at the junior college level.

Thoughtful perusal of the above listing brings to mind several other significant points. The imbalance between supply of and demand for professional service is creating a whole substratum of semiprofessional occupations for which training can be obtained at the junior college.

A related observation is that no logic prescribes two years as the required period of training for these diverse fields; for some a year of intensive training may suffice, for others perhaps three years will become the minimum.

A third insight to be gained from even brief focus on each of the occupations listed is how truncated, incomplete, and inadequate the preparation of each would be if the specialized training were not matched with general education.

A final implication to be drawn from this array of service occupations pertains to enrollment patterns. Most of these jobs are as open to women as to men, do not have rigid age barriers, and lend themselves to part-time employment. They offer the promise of correcting the frequent 2:1 discrepancy in male:female enrollment. They offer realistic opportunity for the citizens, particularly women, who in middle age turn to the junior college to help them find new paths to a meaningful and rewarding life. And perhaps most important of all, they offer career possibilities to the many adults now on the production side of the

ledger who will become casualties of increased automation.

Return is made now to commentary on two tiers of general education required as footing upon which to erect specialized training. There is increasing recognition that the occupational specialist also has to be able to write, to speak, to listen intelligently, to coexist with other workers, to see relationships, to understand his specialty within the context of the bigger picture, to make ethical judgment on the tasks he is performing, to be able to move with some ease to other positions within that job-family, to be ready to assume higher responsibilities, and in a dozen other ways have the breadth to go with depth of knowledge. The second level or tier of general education follows from the now rather obvious insight that obsolescence in specialized training can be minimized by building each vocational category around a core of courses common in value to all specialties within that category. A good example is that of the physical science technologies. Common to industrial electronics, materials testing, engineering technology, instrumentation, and a host of other technologies are the symbol systems of technical mathematics and graphics, and the essential principles of physics. Given a one-year course in technical drafting, a one-year course in technical mathematics, and a one-year course in technical physical science, the vocational student not only has a greater flexibility of choice of specialty while in college but greater mobility or maneuverability after he has boarded the employment roller-coaster. The same core-concept applies, although not quite as neatly, in the business occupations (Introduction to Business, Economics, and Accounting), in the clerical occupations (Business English, Business Mathematics, and Business Machines), and perhaps even in broad service occupations, such as paraprofessional ones in education (Sociology, Child Psychology, Business Machines), or semi-professional occupations within the medical field (Anatomy-Physiology, Psychology, Office Procedures).

the junior college student

In 1966, more than a million students were enrolled in the 800 public and private two-year colleges in the United States. The public junior colleges accounted for more than 80 per cent of this enrollment, but fewer than half of public junior college students were committed as full-time students while three-fourths of the students in private colleges were carrying 12 or more units per semester. The high attrition rate, particularly in the community colleges, was reflected in the fact that two-thirds of the full-time students were freshmen. The public colleges were large (half had more than 800 students) and were growing larger (10 per cent had student bodies in excess of 5,000). The private institutions, on the other hand, had a median enrollment of less than 300.

Of greater significance than these national enrollment statistics are the personal characteristics which make a junior college student unique and which over the years, take on predictive value concerning the student's family background, educational preparation, attitudes, values, motivations, interests, and other qualities of signal importance to student personnel workers and to their teaching colleagues. The so-called vital statistics will be summarized first and then attention will be turned to those traits and qualities which may be less measurable but more significant.

Men students outnumber the women at a proportion which in some instances provides each coed two young men from whom to choose. About 50 per cent of the students are under twenty. Another 20 per cent would still have trouble proving their majority; add 14 per cent who are young adults and this leaves 16 per cent in the above thirty age bracket. In the metropolitan centers, the ethnic minorities are beginning to be served by the junior colleges yet transfer records show few Negro, foreign-born, and other disadvantaged students moving on to four-year colleges. The

fathers of over half the students have had a high school education and 30 per cent of the fathers have had some college education. Mothers of junior college students are somewhat better educated than the fathers. It is also worthy of note that one-fifth of the parents have only had a grade school education. The occupations of fathers of junior college students are not appreciably different from the distribution of occupations for fathers of all high school graduates. Most fathers work in occupations falling within the middle categories of skilled or semiprofessional and small business. In states such as Florida and California where time, money, and size have improved the reputation of junior colleges, parents in the higher socio-economic level seem more inclined to send their children to the local two-year institution.

The reading patterns of unselected junior college students do not differ strikingly from the patterns found among the top 15 per cent of high school graduates. About one-fourth of the students in both groups said that they owned more than twenty-five books; nearly half admitted to owning almost none. Only 11 per cent of the high ability group and 16 per cent of the unselected junior college group claimed to read "quite a lot." Of course, in measured reading competency, the high ability group outstripped the run-of-the-mill junior college student. Almost a third of junior college freshmen need formal work in the development of reading skills.

In academic aptitude, junior college freshmen are almost indistinguishable from high school seniors, the only difference being that there are fewer from the upper and lower extremes, i.e., the junior college distribution has a smaller standard deviation. This measure of aptitude differs somewhat by states; for example, half the Florida junior college students came from the top two quintiles and only 8 per cent were drawn from the bottom quintile. Nonetheless, the generalization can be made that junior college students have about the same aptitude level as a cross section of high school seniors and as a group are markedly lower in academic potential than the students who directly enter four-year institutions. The complicating factor in this picture is that large numbers (in California 18 per cent of high school graduates eligible to enter the state university) of very apt students elect to enroll in their local community college thereby greatly increasing the heterogeneity of the student body.

The junior college student who completes lower-division work and effects transfer is only slightly, if at all, less endowed than the native student at the college of transfer. When the measurement is one of academic achievement rather than aptitude, four-year colleges draw 75 per cent of their high school graduates from those ranking in the upper two-fifths whereas junior colleges draw only 50 per cent from this top two-fifths achievement group.

In most states, New York being an exception, high school graduates decide to enroll in junior college not because of reputation, curricular offering, prevailing institutional atmosphere, or other such educational factors, but rather for reasons of low cost, closeness to home, and opportunity for employment while attending. As the other states begin to follow the California example of high selectivity for the state college and state university systems, the reason for entering a junior college will become more and more the negative one of exclusion from colleges with higher status.

Whether junior college students say this because they like the sound of it or because they believe it, 75 per cent or more of them label themselves as transfer students. A 1965 California study revealed that even among lower ability students 53 per cent were enrolled in transfer programs and only 24 per cent in terminal programs. Not

untypical were the findings of a Florida study which registered 80 per cent of entering junior college students as planning to finish at least four years of college. A follow-up study of full-time freshmen who entered in 1959 found that only 21 per cent had transferred after graduation and 9 per cent had transferred earlier. Apparently, some 50 per cent of all junior college students in Florida had made radical changes in their educational plans during their stint in the junior college. The prestige motivation of declaring oneself as a transfer student can be inferred from this 1965 study: only 43 per cent of students who entered a public junior college, in contrast to 74 per cent of university-bound high school students, indicated that college was highly important in their value scheme. Students who entered junior colleges also reported much less discussion of college attendance with their parents than those who entered four-year colleges or universities.

The occupational choices of junior college students reflect a strong desire to entrench their rather shaky position in the middle class. The men are most attracted to business administration and engineering; the women to teaching, or at the terminal level, to secretarial science and sales. About 80 per cent of junior college students—equivalent to the per cent of transfer—aspired to jobs classified as semiprofessional or higher. Even among the lower ability group, one-half of the students planned for semiprofessional positions or higher, 21 per cent for lower level white collar jobs, and only 7 per cent for skilled occupations. To some degree, high ability students are more likely to have made an occupational choice than low ability students. In all studies, about 20 per cent report complete occupational indecision, 50 per cent remain somewhat uncertain, and even a third of those who effect transfer candidly admit they changed their minds at least once while in junior college.

If employment while attending junior college bespeaks inability to finance education during and beyond junior college, the picture is a rather dismal one. All recent studies report more than half the students working at least part-time while attending junior college and about one-fourth were working twenty hours per week or more. A nationwide study of transfer students revealed that two-thirds of the students were earning some of their college expenses and nearly 30 per cent were receiving no help from their parents. The work done by students is rarely related to their academic major, and it is not surprising that two-thirds of the working students in these studies advised against outside employment while carrying a full college load.

The motivational attitude of many, if not most, junior college students is that of exploration. They want to find out what the junior college can offer them, where their interests and capabilities lie and how they might make their entrance into adult work and adult life. They are most distinguishable from university students, aside from disparity in academic aptitude, in what might be called academic commitment or academic concern. They are more likely to have postponed major decisions about college and career, to have received less encouragement from parents and teachers to attend college, to be less inclined than the university student to rate college as extremely important, and to have preferred (40 per cent) to have entered another type of college if finance or improper educational planning had not limited their choice.

On the scales of the Omnibus Personality Inventory, junior college students are indistinguishable from their peers who enter public four-year colleges. However when junior college high ability students are compared with a like group in universities they are found to be significantly lower in social maturity, in autonomy, and, for the women, in intellectual disposition, thinking introversion, theoretical orientation, estheticism, and complexity. Junior college men and women are more conventional, less independent and more authoritarian.

A 1965 New York study using the Edwards Personal Preference Schedule showed junior college scores to be somewhat below the four-year college norms on measures of achievement, autonomy, affiliation, intraception, dominance, and heterosexuality, and higher on the same norms for the traits of deference, order, abasement, endurance, and aggression.

National and regional studies have not yet measured the deficiencies in skills and knowledge which high school graduates bring to the junior college. However a host of local studies have added to general agreement that at least one-third of the entering students need some type of developmental or even remedial instruction in the skill subjects; i.e. those involving the symbol systems of reading, composition, listening, speech, and arithmetic.

In summary then, the junior college student is almost as varied as humanity itself. The awesome challenge he presents to teaching and the centrality which he gives to the student personnel program are made vivid even by this array of oversimplified types:

1. The high school graduate of moderate ability and achievement who enters junior college right after high school as a full-time student with the intention of transferring to a given institution with a particular major

2. The high school graduate of special aptitude and achievement who seeks rapid training for early employment

3. The low achiever in high school who finally awakens to the values of college and then becomes highly motivated to enroll in a junior college transfer program for which he is not equipped, yet who may have the necessary potential

4. The able high school graduate who could go to any college but selects the local community college because of the respect and loyalty he has gained for it or for reasons of convenience

5. The high school graduate of low ability who enters junior college because of social pressures or because he cannot find employment

6. The students of varying ability and ages but with high valuation of the world of ideas who primarily seek intellectual stimulation

7. The very bright high school graduate, eligible for admission to a major university who may lack the necessary social maturity and intellectual disposition.

8. The intellectually capable but unmotivated, disinterested high school graduate who comes to junior college to explore, hoping it will offer him something, but he does not know what

9. The transfer from a four-year college who either failed or withdrew after an unsatisfactory experience

10. The high school dropout, perhaps from a minority group and a culturally disadvantaged family, with only grade school-level skills and a strong interest in securing vocational training

11. The youngsters and also adults who fully believe the societal direction that the road to success leads through a college campus but whose perception of success is so murky that its relationship to learning is virtually lost

12. The immature high school graduate whose current concept of college has never extended much beyond girls (boys), ballgames, rallies, and dances

13. The adult who was employed, or in the military service, or in the home for a number of years and who now is motivated to pursue an associate and perhaps a baccalaureate degree, however long it may take.

This list could easily be extended but labeling or describing types is only a shorthand for quickly illustrating meaning; hence, a baker's dozen should suffice.

centrality and definition of the student personnel program

Thus far, the logic of this report has followed this developmental line: Increasing awareness of the need for more and different post-secondary education than that provided by the traditional colleges and universities led to the creation, early growth, and now proliferation of junior colleges. There are societal forces operating which lead many experts to predict that college education will soon be as universal as present high school education. Obviously no university of the past or present can become the model for post-secondary education if the whole population is to partake of this blessing. The direction in which society is moving, the occupational trends which loom on the horizon, and the astounding diversity of needs, ability, preparation, attitudes, and other characteristics of the multitude now seeking college admission, all appear to argue for the comprehensive community junior college as the institution best suited to provide collegiate education to the general citizenry.

Necessity has taught the junior college to serve many functions, the most central of which is that of student personnel. In the instructional sphere, the junior college provides the general education and preprofessional training the traditional college has always provided to prepare for an elite culture. In addition, and more to meet the demands of a mass culture, the junior college has also devoted vast amounts of energy, time, and money to developmental or remedial instruction, technical-vocational training, adult education, and instructional and cultural services designed to upgrade the entire community. So many levels of learning experience offered to such a heterogeneous population makes the student personnel program an imperative. The student personnel program should be the pivot, the hub, the core around which the whole enterprise moves. It provides the structure and creates the pervasive atmosphere which prompts the junior college to label itself as student centered.

The whole theoretical base underpinning the now vast junior college movement rests upon at least adequate performance of student personnel services. Before turning to an assessment of present student personnel programs, a definition of student personnel work is necessary. The basic student personnel functions about to be described were through much debate hammered into consensus by a notable assemblage of student personnel practitioners. Proper performance of these functions assumes that the governing board, administration, and faculty of the junior college have made a philosophic commitment to total student development. To effect the desired behavioral changes, some twenty-one essential student personnel functions should be provided. Each of these are herein categorized under a general rubric and are then described operationally.

Orientation Functions

1. *Precollege Information:* Dissemination of information by brochures, counselor visitations, on-campus visits, conferences, direct correspondence, etc., to encourage college attendance, to note special features of the college, to further understanding of requirements for admission and for special curriculums, to develop proper attitudes, and to give all pertinent information contributing to student decision and planning.

2. *Student Induction:* Geographical, academic, social, attitudinal, and other psychological orientation of the student to the college. Preferably, this orientation should be intermittent throughout the spring and summer period prior to initial enrollment.

3. *Group Orientation:* All information giving associated with induction into college, attitude development, effective

study skills, test interpretation, vocational decision, educational planning, involvement in activities, rules and regulations, etc., which lends itself to the group process as well or better than through individual contact.

4. *Career Information:* Provision of occupational information toward narrowing of vocational choice. Basic curriculum decisions and planning is contingent upon possession of maximum occupational information made available through comprehensive libraries, brochures and references, seminars, consultation services, faculty advisement, and particularly through local or regional occupational information centers.

Appraisal Functions

5. *Personnel Records:* Maintenance of accurate, functional records to be compiled into a cumulative file reflecting educational, psychological, physical, and personal development. These records should be comprehensive, pertinent, accurate, and should be widely but discretely disseminated.

6. *Educational Testing:* Measurement of aptitude, interests, values, achievement, and personality factors of students as well as assessment of the pervasive characteristics and tone or climate of the institution. (6a.) *Basic Skill Diagnosis:* Evaluation of past record and testing in the skills of reading, listening, speaking, composition, and mathematics to assure proper placement of students in courses of varying levels of difficulty. Coordination with instruction in these fields remains integral to this service.

7. *Applicant Appraisal:* Subsumes all devices, such as transcript and test interpretation, individual case studies, interviewing of students, conducting staff enquiries, etc., to obtain, organize and evaluate significant background information to determine admission and curriculum eligibility, to effect proper placement and to assist students toward the self-knowledge needed for decision making and planning.

(7a.) *Health Appraisal:* Canvass of health and physical condition, review of health records, health counseling, establishment of referral system, apprising parents, and other such systematic and periodic checks on the health and physical well-being of students made possible by the employment of a public health nurse.

Consultation Functions

8. *Student Counseling:* Professional service to students in clarifying basic values, attitudes, interests and abilities; all phases of decision making; formulating vocational-educational plans; in identifying and resolving problems interfering with plans and progress; and in providing appropriate resources for more intensive and deep-seated personal problems.

9. *Student Advisement:* Giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, effective study methods, academic progress, availability of resource agencies, and other such areas of concern to students. The depth level of advisement will depend on whether it is done by the professional counselor or by the faculty adviser.

10. *Applicant Consulting:* Giving of information pertinent to interpretation of tests and other data, and proffering educational and occupational service to applicants prior to formal admission.

Participation Functions

11. *Co-Curricular Activities:* Arranging for cultural activities, sponsoring of clubs and organizations, advising student publications, organizing vocational and other special interest groups—all co-curricular activities which contribute to educational growth and development.

12. *Student Self-Government:* Advising student government organizations, providing training in formal and informal group processes, conducting leadership training programs,

and supervising intercollegiate student government conferences and all other significant aspects of citizenship training.

Regulation Functions

13. *Student Registration:* Designing registration forms and data processing procedures, effecting class changes and withdrawals, recording instructors' grades, providing transcripts and, where possible, machine-scheduling the students into classes. These key functions are performed by the registrar but under the supervision of the chief administrator of student personnel.

14. *Academic Regulation:* Enforcing probation policies, evaluating graduation eligibility, handling cases of student infraction of the college rules, interviewing terminated students or probationers petitioning for readmission. These and other semipunitive duties fall within the scope of student personnel but need not be done by those doing relationship counseling.

15. *Social Regulation:* Social involvement, social amenities, social grace, moral and ethical conduct are all concerns of student personnel workers, particularly to those responsible for student activities and for the operation of on-campus living facilities.

Service Functions

16. *Financial Aids:* Loans, scholarships, part-time jobs, budget management, solicitation of funds, securing of government grants. All of these are necessary if the economic equation is to be balanced so that no student is denied college because of lack of money. Specialists within student personnel are needed to perform these tasks.

17. *Placement:* The placement officer within the student personnel office has responsibility for locating appropriate employment for qualified graduates and other students terminating their college training, for providing prospective employers with placement information, and for follow-up studies designed to provide guides to curricular development.

Organizational Functions

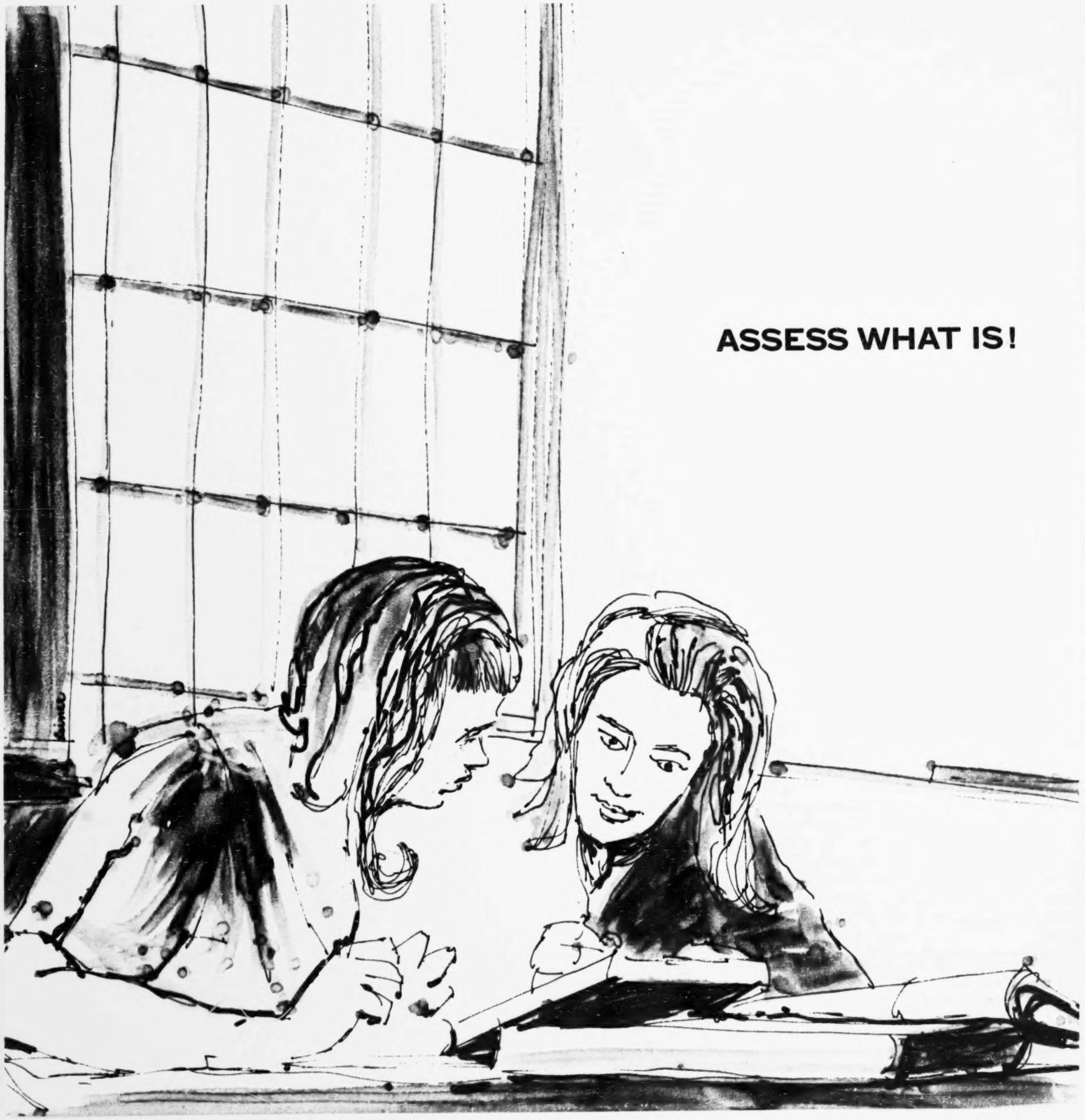
18. *Program Articulation:* For smooth transition throughout the two-year college period, there must be adequate two-way flow with the faculties of the feeder high schools and with the colleges of transfer, effective intrastaff relationships, and good lines of communication with industrial and commercial enterprises and other cooperating agencies within the community.

19. *In-Service Education:* Systematic opportunities for professional discussion among student personnel staff members, consultants for special areas of interest and need, a flood of professional literature, interpretation of local research data, provision for attendance at professional conferences, systematic articulation with instructional departments and periodic summer workshops or other review and updating seminars.

20. *Program Evaluation:* Follow-up of dropouts, graduates and transfers; student evaluation of counseling; student affairs, etc.; development of local normative data and other research on special topics of interest.

21. *Administrative Organization:* To be effective, student personnel programs must be adequately staffed, housed, financed, evaluated, and effectively related to the total mission of the college.

The primary forces operating within the wider society, the forces and trends affecting occupational choice and concomitant educational planning, and the known significant characteristics of junior college students have all been sketched in as background. The various functions which professionals agree should make up the student personnel program have been listed and briefly described. Effort will now be made to bring into sharp focus the present status of student personnel work in American junior colleges.



ASSESS WHAT IS!

research aims and design

Stripped of all the necessary but complicating details, the study had two simple aims: to evaluate present junior college student personnel programs and to study the preparation of junior college student personnel specialists. Put even more concretely, the objectives were to see if the student personnel workers were doing what the experts said they should be doing and to see if they were being properly prepared to do what they were supposed to do. Of course, big general questions cannot very often bring simple accurate answers. It is necessary to define criteria, make precise breakdowns, agree upon yardsticks, set up controls, allow for the human error, view the findings with some skepticism, interpret the results cautiously—all of which results in vastly complicating what at first appears quite simple.

To evaluate the adequacy of junior college student personnel programs as they existed in 1965, it was first necessary to define what functions fell within the province of student personnel. Once those with recognized expertise agreed upon these as essential functions, the second task was to measure the degree to which administrators of junior college student personnel programs (a) accepted in principle that these were legitimate functions which were being implemented by their respective colleges and (b) fell within the scope of responsibility of student personnel. The third part of the study called for specially trained evaluators to make an on-campus appraisal of the level at which each of these twenty-one essential functions was being performed.

The fourth step was to compare the adequacy of performance of these functions against the type of administrative structure prevailing, the qualifications of the staff members performing these functions, and against other variables which might determine whether or not the job would be well done. This step, which involved assessment of the qualifications of student personnel workers, led to the related and major investigation of preparation of student personnel workers for the junior college. Actually, this became a secondary branch of the total study. Still within the main thrust of the investigation was a comparison made between the strongest and weakest student personnel programs to illustrate differences in operational practices and to discover those characteristics which differentiated the strong from the weak programs. En route, other evidence on the effectiveness of student personnel practices in the junior college was gleaned and will be reported as it becomes pertinent to the major findings of this research.

The sample used for the evaluation of student personnel programs was composed of forty-nine colleges with enrollments in excess of 1,000 students and seventy-four colleges with much smaller enrollments. To increase the representative nature of the sample, a proportionate number of large and small colleges was selected from each of the seven regions into which the continental United States had been divided. The sample of participating colleges was found to resemble closely the total population on a variety of variables not used in the stratification process, including age, type of control, and accreditation of the colleges.

A questionnaire approach was used to obtain some of the data but was not used as the prime data-collection device for the forty-nine large colleges. They were studied much more intensively than the smaller colleges, since they currently represent three-fourths of junior college enrollment and soon promise to represent an even higher proportion.

Twelve professionally qualified junior college student personnel workers were given five days of intensive training in the development, use, and field testing of a standard interview guide and in the establishment of comparable criteria for making evaluative judgments.

Each of the twelve experts reviewed a considerable body of information collected on the colleges he would visit and, after proper briefing, spent a full day interviewing an average of seven staff members at each of the large colleges assigned to him.

On the basis of these controlled interviews, a series of objective ratings was made and a comprehensive narrative report was prepared.

In addition, written inventories collected information on: (a) the present duties of every staff member who devoted at least half time to one or more of the specified student personnel functions; (b) education and professional experience of each staff member; and (c) administrative unit responsible for the supervision of each of the functions as seen by the chief student personnel administrator. All data which could be secured by the questionnaire method was collected on the seventy-four small colleges but they were not studied by the intensive interview evaluation.

Two instruments, the *Inventory of Selected College Functions* (I.S.C.F.) and the *Inventory of Staff Resources* (I.S.R.) were developed by Staff Director Max R. Raines and were then criticized and refined by Consultants Donald P. Hoyt, J. W. McDaniel, and by the twelve student personnel specialists engaged to make intensive study of the forty-nine larger colleges. The instruments were designed to assess the extent to which the essential functions were being performed; their administrative classification, i.e., whether they were the responsibility of the student personnel division or of some other administrative office; and the effectiveness with which each of the functions was being performed. In addition, the instruments secured a description of the roles of the student personnel workers, and their academic and experiential preparation for such roles. Finally, these devices inventoried those institutional characteristics, e.g., size of staff, clerical assistance, physical facilities, faculty concurrence with institutional goals and policies, etc., which presumably could deeply affect the development of programs of student personnel services. Special mention should be made of the inquiry on academic preparation of the staff since those members who had taken less than 30 graduate credits in guidance courses and in the cognate fields of psychology, sociology, and anthropology, were classified as academically undertrained staff members in student personnel.

Even cursory scanning of the data raised serious questions on the academic preparation of student personnel workers and revealed how emphasis on counseling per se had eclipsed concern for preparation in other student personnel specialties.

Jane E. Matson was engaged to study the availability and caliber of graduate programs designed to prepare professionals in student personnel work. This investigation began with open-ended questions directed to 106 institutions purporting to offer graduate level preparation in college student personnel services or in counseling psychology. Analysis of the responses made by sixty-one cooperating institutions (58 per cent) was followed by intensive visits to eight colleges and universities which represented the major regions of the United States and in which a notable program was being offered or was in the planning stage. The direction and nature of this inquiry will become apparent as the findings are examined in a subsequent section of this chapter.

One other sub-project should be mentioned here although it was more developmental than research oriented. Early in their deliberations, the national advisory committee had discussed the value of developing regional or university-connected demonstration centers to provide model student personnel programs as a stimulus to program development by other junior colleges and perhaps even as a source of emulation. Six junior colleges (three in California and one each in Florida, Michigan, and New York) were invited to participate as developmental centers.

James H. Nelson was engaged as project coordinator and during fall 1964, and spring 1965, worked with the six colleges in planning and executing thorough self-studies of their respective student personnel programs. These self-studies were designed to give high visibility to the demon-

stration centers and to assess the usefulness of the set of guidelines developed by Dr. Raines for evaluating junior college student personnel programs. Both the descriptions of student personnel programs and the methods and procedures used in the self-study were thought to be potentially valuable in promoting program development in other colleges.

Each center was also asked to identify within its own program a significant research problem and to prepare a research grant application for submission to the United States Office of Education. Report of these efforts was expected to help other junior colleges to appreciate the usefulness of research as a developmental tool and to increase their awareness of funding opportunities and resources.

agreement on basic student personnel functions

Probably the most significant contribution of the study was the demonstration that basic student personnel functions were definable. This statement may seem absurd, yet the fact is that no study of goodness vs. badness, completeness vs. incompleteness, or effectiveness vs. ineffectiveness is possible until there is reasonable agreement on what it is that is being measured. This definition was outlined in broad strokes by the national advisory committee, became the sharp concern of the April 1964, Chicago conference of student personnel specialists, and was hammered into a refined form by the project staff consultants and the twelve experts who made depth study of the forty-nine larger colleges used in the sample. After use and reflection upon their experience with the Inventory of Selected College Functions (I.S.C.F.) they reduced the thirty-five functions listed in this inventory to the twenty-one basic functions previously described. To provide further focus—these functions were classified into seven categories: orientation, appraisal, consultation, regulation, participation, service, and organization.

The chief student personnel administrators of the forty-nine larger and seventy-four smaller colleges used in the sample were asked if their respective colleges did in fact recognize each of the twenty-one basic student personnel functions as an implemented task whose effectiveness could be judged in both scope and quality. At the same time, these student personnel officers were asked to judge each function on its relatedness to student personnel work; i.e., whether or not it was at that college a primary responsibility of the student personnel staff. The ratings on acceptance as a legitimate function are given in Column A and the judgments on relatedness to student personnel are given in Column B of Table I.

As can be noted in column A, the majority of both the large and the small colleges claimed that all twenty-one functions were being performed in their colleges. The only function which failed to exceed the 70 per cent level was item 17, graduate placement, which dropped to 58 per cent among small colleges.

In every function, except item 11, co-curricular activities, the large colleges claimed implementation more frequently than the small colleges.

Column B registers some dramatic differences. In general, the basic functions were organized under student personnel auspices among colleges enrolling more than 1,000 students, but this was certainly less true for the smaller colleges. The administrative organization function, item 21, was judged to be the responsibility of the student personnel office by only 53 per cent of the larger colleges and by an appalling 13 per cent of the smaller colleges. Among larger colleges, item 13, student registration, was the only other function not judged by 70 per cent or more to fall under the aegis of student personnel. The major message carried in Table I—and it is a disturbing one—is that large and small colleges show high agreement with the experts on the basic personnel functions to be performed but report all too frequently that these functions are not considered the administrative responsibility of the student personnel staff. This of course raises the question of who, if anyone, is taking the responsibility for proper performance of these functions.

TABLE I

Acceptance of Basic Functions: A) As Implemented Functions Within The College, and B) As Responsibilities of Student Personnel

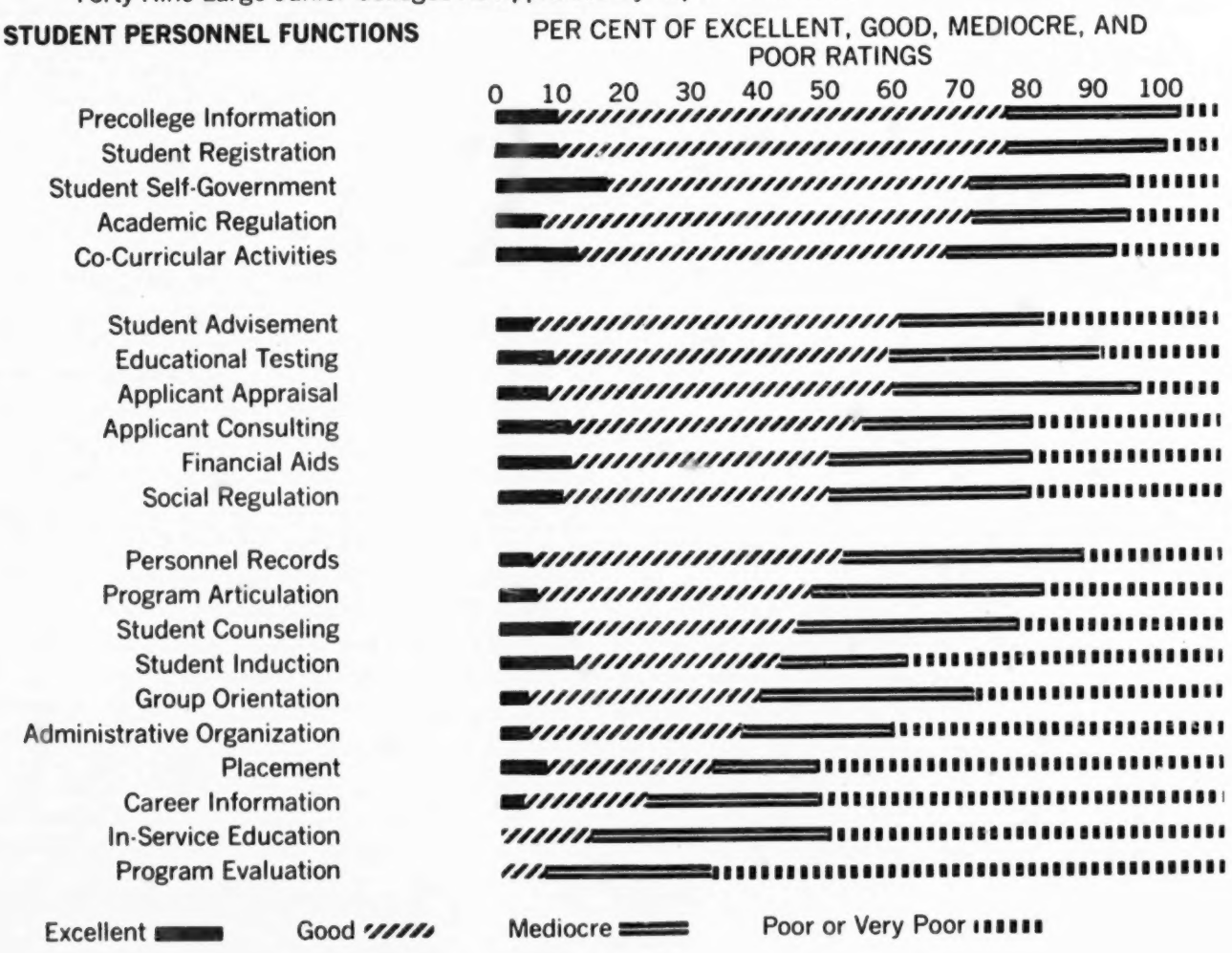
BASIC STUDENT PERSONNEL FUNCTIONS	COLUMN A — Implemented Functions Within the College		COLUMN B — Responsibilities Of Student Personnel	
	74 Smaller Colleges	49 Larger Colleges	74 Smaller Colleges	49 Larger Colleges
ORIENTATION FUNCTIONS				
1. Precollege Information	97%	100%	56%	86%
2. Student Induction	97	96	80	90
3. Group Orientation	89	98	75	85
4. Career Information	70	96	77	85
APPRAISAL FUNCTIONS				
5. Personnel Records	89	96	63	85
6. Educational Testing	94	100	84	94
7. Applicant Appraisal	99	96	55	72
CONSULTATION FUNCTIONS				
8. Student Counseling	93	98	70	88
9. Student Advisement	97	100	72	92
10. Applicant Consulting	94	100	91	100
PARTICIPATION FUNCTIONS				
11. Co-Curricular Activities	100	80	74	82
12. Student Self-Government	94	100	53	77
REGULATION FUNCTIONS				
13. Student Registration	97	100	36	63
14. Academic Regulation	97	100	31	71
15. Social Regulation	96	100	61	86
SERVICE FUNCTIONS				
16. Financial Aid	87	100	69	73
17. Placement	58	86	60	88
ORGANIZATIONAL FUNCTIONS				
18. Program Articulation	91	98	56	83
19. In-Service Education	79	98	45	72
20. Program Evaluation	79	90	78	84
21. Administrative Organization	90	100	13	53

performance of basic student personnel functions

Each visiting evaluator of the forty-nine larger colleges was asked to quantify his assessment of the scope and quality of implementation of each of the twenty-one basic student personnel functions. The scope and quality scores were combined into a single scale of effectiveness with points along the scale denoting the adjectival ratings "excellent," "good," "mediocre," and "poor or very poor." The per cent of large colleges performing each function at the excellent, the good, the mediocre, and the poor or very poor level is shown in Table II. In this table, the presentation is in descending order from the most to the least effectively implemented function.

TABLE II

Adequacy of Performance of Student Personnel Functions At
Forty-Nine Large Junior Colleges As Appraised By Expert Evaluators



If ratings of excellent were to be the standard, the picture is indeed discouraging. For almost every function, ratings of excellent were found in fewer than 10 per cent of the colleges. Of course it would be unrealistic to expect ratings of excellent in all colleges, even in the forty-nine larger and more affluent colleges used in this study. However, it would not be unrealistic to expect two-thirds of the colleges to perform at least two-thirds of the basic functions at a satisfactory (good or excellent rating) level.

A second look at Table II will show that only five of the twenty-one basic functions were satisfactorily performed by two-thirds or more of the colleges. Even the key function, student counseling, was being performed satisfactorily by only 40 per cent of the sample.

The functions favorably implemented were shown to be those concerned with institutional management, e.g., the top five were precollege information, student registration, student self-government, academic regulation and co-curricular activities. This mocks the frequent citing of guidance as one of the major attributes of the junior college.

Serious consideration of the ratings graphically shown in this table can only prompt the concern forthrightly stated by T. R. McConnell, chairman of the national advisory committee: "The conclusion of these studies may be put bluntly: when measured against criteria of scope and effectiveness, student personnel programs in community colleges are woefully inadequate."

relationship of student personnel effectiveness to other variables

The research design of this study called for investigation of the relationship of student personnel effectiveness to other variables. For example, the performance ratings of "satisfactory," "mediocre," and "unsatisfactory," made by the specialists who visited the forty-nine larger colleges, were cross-tabulated with the administrative classifications made by the college student personnel officer. The aim was to classify each function as "primarily student personnel," or "student personnel and other division," or "nonstudent personnel." For nineteen of the twenty-one functions, no significant association was found between these two variables; effectiveness of performance appeared to be independent of administrative responsibility. Other than student advisement and student self-government, the functions which were organized under "nonstudent personnel" were performed as well or as poorly as those organized under student personnel auspices.

It may be that it doesn't much matter under whose directions a task falls if certain attitudes and conditions prevail. When the twelve evaluators were asked to judge the impact of sixteen institutional characteristics on the development of the student personnel programs, a large number of significant relationships emerged. Every institutional characteristic was related to the effectiveness with which one or more of the twenty-one functions were being performed. Four of these variables seemed to have especially pervasive relationships:

1. Clarity of roles was related to the success with which eight different basic functions were carried out.

2. Use of research was related to effectiveness ratings in six of the basic functions.

3. Faculty concurrence with institutional goals and policies was found to be directly related to four functions.

4. Although the presumption of relationship would be even higher, support from administration was significantly related to the effectiveness of at least four functions.

The need for strong leadership and the need to avoid vagueness regarding staff assignments were so evident in this aspect of the study that it does remain surprising that such little relationship was found between how the job was

done (effectiveness) and who was responsible for doing it (administrative classification).

Even more disconcerting was the lack of significant relationship found between the graduate training level of either supervisors or student personnel workers and effectiveness or performance rating of the twenty-one basic student personnel functions. When those supervisors who had 30 or more graduate hours in guidance or related courses were compared with supervisors with less than 30 units, it was found that they earned significantly higher effectiveness ratings on only three of the twenty-one basic functions (precollege information, personnel records, and social regulation). When the same comparison was made with student personnel staff workers, no relationships were found between training level and effectiveness with which nineteen of the twenty-one functions were implemented. It was the student advisement and social regulation functions, not the highly professional functions of student appraisal and student counseling, in which the significant relationships with training were found. These findings are difficult to dismiss or explain away. It would flout all past experience and good sense to conclude that lesser-trained people can perform complex tasks as well as better-trained people. It may be that when general performance is low, as the twenty-one basic functions were rated to be in this sample, then level of training is no longer a discriminating factor. It may be that graduate school programs in guidance are so inappropriate that those who take more training are not appreciably better prepared than those who take less. Or, the very limited relationship between training and adequacy of implementation may merely underscore the fact that many other variables take precedence over training. Among these might be such factors as administrative leadership and support, personal characteristics of the staff members, experience compensating for formal training, variations in the nature and quality of the training received in the graduate institutions, adequacy of developmental resources within the college, etc.

comparison of strong vs. weak programs

The forty-nine large junior colleges were ranked according to the number of favorably implemented basic student personnel functions and comparisons were made between those ranking among the top twelve and those whose ranks fell within the bottom dozen. The college with highest rank had nineteen of the twenty-one functions rated favorably and no function rated unfavorably in its implementation. The college with the lowest rank had a rating ratio of one favorable to fifteen unfavorable. The top twelve student personnel programs were defined as strong and the bottom dozen were defined as weak.

Statistical analysis parsed out eleven of the basic student personnel functions which definitely distinguished the strong from the weak programs. The detailed descriptions written by the twelve evaluators make the differences between the strong and weak programs much more vivid, yet even when distilled into quantitative form, as in Table III, the picture is remarkably clear.

TABLE III

Favorable vs. Unfavorable Ratings on the Eleven Basic Functions Which Discriminated Between Strong and Weak Programs

	STRONG PROGRAMS		WEAK PROGRAMS	
BASIC FUNCTIONS	Favorable	Unfavorable	Favorable	Unfavorable
1. Group Orientation	8	4	0	12
2. Career Information	3	9	0	12
3. Applicant Appraisal	12	0	0	12
4. Student Counseling	12	0	1	11
5. Applicant Consulting	11	1	1	11
6. Social Regulation	12	0	3	9
7. Academic Regulation	11	1	5	7
8. Student Self-Government	11	1	3	9
9. Financial Aids	10	2	3	9
10. In-Service Education	5	7	0	12
11. Administrative Organization	10	2	2	10

An interesting ancillary study was made to ascertain those institutional characteristics associated with strong as opposed to weak student personnel programs. The most significant and highly related variables were: (a) presence and caliber of in-service training; (b) existence and receptivity to workable ideas and concepts; (c) effective use of local research; (d) clarity of staff roles; and (e) adequacy of equipment.Other institutional characteristics showing a marked relationship to the development of strong student personnel programs were clerical resources, size of staff, physical facilities, student responsiveness, and administrative support.

student evaluation of services

Although not a part of the study, the student evaluation of college personnel services made in Florida in 1962 and in New York in 1965 is reported as pertinent to this "assessment of what is." A 10 per cent sample of full-time students in Florida junior colleges were asked to evaluate various counseling and advisement services. Over 70 per cent stated that information received about both transfer and occupational-terminal programs was adequate or better. Their most favorable attitudes were expressed toward counseling concerned with educational planning, and their least favorable attitudes centered on counseling about personal and social problems. However, there was a hard core group of between 20 and 30 per cent of the students whose responses about all aspects of counseling were either negative or neutral. Furthermore, 40 per cent professed a lack of understanding of available counseling services, and 48 per cent said that interpretations of test results and prior achievement gave a "clouded understanding of their capabilities."

In the New York State study, an equivalent hard core student group of about 30 per cent was dissatisfied or neutral about counseling services. In general, the students felt that their advisors were trying to help them but a sizeable group said the advisors did not give as much time to each student as they should, did not have adequate information about curriculum requirements and did not really understand student needs. Faculty academic advising was given a negative evaluation by nearly 30 per cent of the 1,700 students in the Florida study who reported their advisors were merely carrying out their assigned duties or were not interested at all. Twenty-two per cent of the students evaluated the assistance they received from their advisors as "of no value" or "incomplete and inaccurate."

The Florida students rated student activities programs even less favorably than other aspects of student personnel services. Almost 40 per cent of these students said that existing programs were inadequate, or worse, in meeting their particular needs and interests. One-third said that student government was either ineffective or performed no worthwhile function. Although the financial needs of the Florida students were in many cases quite serious, they found it difficult to obtain information about scholarships, loan funds and part-time employment. Placement services for graduates were given equally low ratings.

preparation of junior college student personnel specialists

The results of the investigation of graduate level preparatory programs darken rather than dispel the gloomy assessment of "what is." Only 106 graduate institutions were found which even purported to offer graduate work in college student personnel services or counseling psychology. There are certainly some major universities and state

colleges which present top caliber programs at the M.A. and Ph.D. levels. However, all too frequently the graduate schools present only a random array of student personnel courses, not a well conceived, tightly integrated curriculum.

Sixty-one of the 106 graduate schools responded to the inquiry sent. One of the questions tried to get at the level of institution to which the training was oriented. Only six institutions indicated that their programs were specifically adapted to the special needs of those interested in working at the junior college level. Much larger groups aimed their work at the secondary level or the four-year college or took the shotgun approach and hoped to hit anything in sight.

When queried on the necessity of an emphasis based on the level at which the student planned to work, one-half the respondents expressed the opinion that little or no difference in emphasis was necessary. Some suggested that some knowledge of the philosophy and function of the junior college and more preparation in vocational counseling would be helpful for students electing the junior college level. Seventy per cent of those polled reported they would have to add courses if their programs were to become specifically preparatory for junior college student personnel work.

Only one-third stated that students aspiring to junior college positions should be obliged to do their field work or internship in a junior college setting. Almost 90 per cent agreed that all student personnel workers should be trained as counselors. They reflected in their responses the narrow definition which now obtains wherein it is virtually impossible to secure adequate training as a registrar, or student affairs specialist or financial advisor, or in other specialty fields falling within this broad profession.

summary of the findings

Several broad gauge conclusions can be drawn from the various investigations which made up the study.

1. Basic student personnel functions for the junior college are definable, recognizable, acceptable to experts, and verified by practice in the field.

2. Basic student personnel functions are not being adequately performed in the majority of those junior colleges studied.

3. Certain institutional characteristics, e.g., clarity of staff roles, become determinants of adequacy in the performance of the student personnel functions. Oddly, placement of administrative responsibility does not seem to have a causal relationship with adequacy of performance. Even more disconcerting is the lack of significant relationship between the graduate training level of the supervisors and student personnel workers and the effectiveness of performance of the twenty-one basic functions.

4. Strong and weak student personnel programs are easily distinguished, and the factors which distinguish them can be ascertained and analyzed.

5. Students' evaluations do not glow with enthusiasm for junior college student personnel programs. Some functions are rated highly, yet the overall student assessment makes some widely touted views of junior college personnel programs sound like myths.

6. The picture secured on the preparation of junior college student personnel workers begins to make understandable the many negative findings of this study.

These then are the conclusions. Needless to say, the assessment of "what is" leaves much to be desired and that which is desired becomes the next topic for consideration.

DEDUCE WHA

rationale for deductive approach

Educational research is, almost by definition, action research. To exaggerate for emphasis, the initiating question is often some variation on "How are we doing?" If the answer is "Not so well," there is both expectancy and obligation for the researchers to use the information they have found to deduce what should be done. The scientific purist finds this objectionable, for to demonstrate that one is going the wrong way does not prove that any other direction one might select is the right way. Yet, the choice is really not this random. If the welfare of more than a million junior college students is being adversely affected by certain inadequacies of present student personnel services, this crucial function can hardly be suspended until complete and final answers are found. As a matter of fact, it is quite evident that complete and final answers never will be found. The best to be hoped for is constant investigation and criticism of what presently exists, leading to corrective action suggested by logical deduction from the new data.

The study was designed primarily to ask the question "How are we doing?" and the loudest part of the answer, as documented in the last chapter, was "Not so well." However, the answer was really more than this negative message. It was as plural as the questions and frequently led right to the point where the deduction of what to do next became obvious.

For example, those student personnel functions agreed upon by experts as essential were frequently found to be unsatisfactorily performed in the sample of junior colleges studied. Further, it was found that graduate programs to prepare student personnel workers are too few to supply the needed specialists, are rarely oriented to the junior college, and, more frequently than not, are a hodgepodge of courses rather than an integrated curriculum with a supervised practicum as its core. It doesn't take much of a mental broadjump to deduce that performance of the essential functions would be improved if sufficient numbers of well-trained and properly experienced student personnel specialists were available to perform these functions.

So, this chapter will be a series of such deductions, and no apology is made for taking this approach. There is no alternative. The need for much improved student personnel services is now; it will only grow more, not less, imperative.

At this point it is possible only to deduce, not prove, what should be. The recipe will be given, but the proof that the pudding has been improved will have to come in the eating.

essential institutional factors

The diversity of the junior college student population, the high attrition rate, the discrepancy between aspiration and achievement, these and the whole catalog of student characteristics are eloquent evidence of the need for effective student personnel programs. Few junior colleges would dare flout such evidence by neglecting to give bold emphasis to this in their official statement of objectives and functions. Phrases such as "student centered" and "individual assistance in personal, educational, and vocational exploration" are stock rhetoric within junior college catalogs. Perhaps then, the most essential institutional factor is the commitment which the governing board gives to the centrality of the student personnel function.

Unless those with ultimate power give their action endorsement to the student personnel program, ringing statements in catalogs become so much cant. Action endorsement means board insistence on a top caliber program, board requests for periodic status reports, board attention to adequate staffing, and, most important, board

willingness to allocate sufficient funds (realistically estimated at 10 to 15 per cent of the total operational budget) to support all aspects of a strong student personnel program.

Governing boards are not likely to arrive at such commitment without being educated to it by the chief administrative officer of the college. His supporting influence reaches in three key directions: toward demonstrating to the governing board the importance of student personnel and the necessity to generously finance it; toward soliciting the full backing of the faculty on the realistic grounds that effective student personnel services will enhance the total instructional program; and toward developing an institutional climate in which the student personnel staff can perform at their most professional level with full assurance of institutional support and institutional recognition of the significance of their work.

It was in no way surprising that the factor "support of administration" was found to be significantly related to effectiveness of performance in at least four of the twenty-one basic personnel functions and was one of the variables which distinguished strong from weak programs.

Faculty concurrence with student personnel goals and policies is, in the long haul, as crucial as board and administrative support. Faculty senates are increasing in power and in sophistication in school finance. When money is tight, student personnel services must be demonstrably good, or else faculties will insist that the money be spent for other services.

The faculty criterion for "good" will be enhancement of the instructional program. If, for example, the faculty see professional counselors spending most of their energy as program time-schedulers, they will become hatchetmen when the student personnel budget is up for consideration. The point is not that faculties should be hoodwinked into supporting student personnel but rather all should be made to see the corollary relationship between instructional services and student personnel services. The starting point always has to be the student, and present evidence indicates the usual junior college student needs all or most of the student personnel services if he is to gain maximum profit from the instructional program.

For public junior colleges linked to a statewide system a favorable climate for development of student personnel programs must prevail at the state level. California and Florida are the best examples to date of the enriching effect of state support. In its investigation of forty-nine larger junior colleges the study found the median rank on performance of the nineteen Florida and California colleges to be in the upper one-third, while the median rank of effectiveness of colleges in all other states was found to fall in the bottom one-third. State legislatures, as well as governing boards, administrators, and faculties, became a causal determinant of effectiveness or ineffectiveness of junior college student personnel programs.

Clarity of staff roles was an institutional characteristic significantly related to the effective performance of these eight basic functions: precollege information, occupational information, applicant consulting, social regulation, financial aids, program evaluation, in-service education, and administrative organization. Clarity of staff roles was also one of the most significant of the variables distinguishing the twelve strongest from the twelve weakest student personnel programs. It may well have been the lack of clarity of staff roles in many of the junior colleges which accounted for the strange lack of relationship between effectiveness of performance and administrative

responsibility (evaluators' ratings of "satisfactory," "mediocre," and "unsatisfactory" vs. the administrative classifications of "primarily student personnel," "student personnel and other division," and "nonstudent personnel"). If, in fact, professional workers are unsure of what is expected of them, they will tend to do each others' tasks or leave some tasks undone, and in this confusion, effectiveness of performance will, no doubt, be unrelated to administrative division. At any rate, it can be stated without equivocation that clarity of staff roles is an essential institutional characteristic, and colleges desiring effective programs had better look to it.

Local research, particularly efforts to collect and interpret relevant information about students, is still another institutional factor demonstrated to be essential for the development of effective programs. Systematic gathering of supporting data was significantly related to effective performance in six basic personnel functions: occupational information, personnel records, student advisement, student counseling, social regulation, and financial aids. The institutional characteristic defined by pertinence, and use of local research was also among the most significant variables present in strong student personnel programs and notably absent from weak programs.

Other institutional factors, apart from staff and training, essential to the support and development of strong personnel services are: (1) fostering creative ideas and concepts; (2) providing proper physical facilities both in the counseling office and in the student center; and (3) installing work-saving equipment such as data processing gear, test-scoring machines, occupational information retrieval systems, photo copying, etc.

review of basic student personnel functions

Assuming or given the support of the state legislature, the governing board, the administration, and faculty; assuming further the support of all other institutional factors which contribute to the enhancement of the student personnel services; to what exactly should all this support be given? It should be given to that whole array of services through which the student has opportunity to use the college experience for self-actualization.

Earlier in this report twenty-one helping services were described. The acceptance of these student personnel functions in the scheme of things and their definition grew first from the deliberations of the national advisory committee, then from the searching criticism of the staff members of the project, and finally from field testing by consultants to the study. By broad category, they are designed to provide the following: (1) orientation to college and to educational, personal and career opportunities; (2) appraisal of individual potentialities and limitations; (3) consultation with students about plans, progress, and problems; (4) participation of students in activities that will supplement and enrich the classroom experience; (5) regulation to provide optimal conditions for social and academic development; (6) services enabling the student to go to college, stay in college, and make the transition to further education or employment; and (7) organization providing for articulation, evaluation, and improvement of the student personnel program. Organized under administrative subheadings and illustrated by typical tasks, the twenty-one basic student personnel functions are presented in Table IV as the services found by the study to be essential to junior college student personnel programs.

TABLE IV

Twenty-One Basic Student Personnel Functions Organized By Administrative Division and Illustrated By Typical Tasks

ADMINISTRATIVE DIVISION	ILLUSTRATIONS OF TYPICAL TASKS
Admissions, Registration, and Records	
1. Precollege Information	Conferring with high school groups; preparing and distributing descriptive material; handling of inquiries concerning college attendance; offering advisory talks to parents
2. Applicant Appraisal	Evaluating transcripts of previous academic work; synthesizing available personnel data; serving on admissions committee
3. Educational Testing	Selecting and developing appropriate testing instruments; administering tests to incoming students; developing normative and predictive data
4. Personnel Records	Developing a meaningful and integrated records system; establishing and implementing policies regarding record accessibility; conducting and interpreting research on student characteristics
5. Student Registration	Designing procedures and necessary forms; processing class changes and withdrawals; projecting college and class enrollments
6. Academic Regulation	Interpreting requirements to students; advising faculty and administration on academic policies; evaluating graduation eligibility; presenting pertinent information in questions of probation and disqualification
Guidance and Counseling	
7. Applicant Consulting	Interpreting test results to applicants; explaining curricular requirements; assisting students in selecting courses; introducing career planning
8. Student Advisement	Scheduling advisees into classes; reviewing senior college requirements; advising students on special study skills needed
9. Group Orientation	Conducting orientation classes; introducing students to all aspects of college life; presenting occupational information; teaching effective study skills
10. Student Counseling	Conducting counseling interviews; acting as catalyst in student evaluation of values; administering and interpreting diagnostic tests; making appropriate referrals; providing a special program of health counseling
11. Career Information	Studying manpower needs within the community and region; identifying sources of occupational information; arranging for regional career information retrieval systems; developing effective methods for disseminating career information
Placement and Financial Aids	
12. Financial Aids	Analyzing financial needs of students; seeking funds for grants-in-aid; administering student loans;

	arranging for part-time employment; planning research on effectiveness of financial aid program
13. Placement	Arranging placement interviews for graduates and dropouts maintaining liaison with employment sources; conducting follow-up studies
Student Activities	
14. Student Self-Government	Advising student government; increasing the involvement of students in the college decision-making process; conducting leadership programs or classes; supervising elections and student conferences
15. Co-Curricular Activities	Assisting students in the planning of a varied activities program; encouraging student involvement in significant projects; supervising student activities; helping in budget preparation; evaluating the worth of various activities
16. Social Regulation	Working with administration and students in developing policies covering all social activities; maintaining a social calendar; arranging for facilities; handling cases of social misconduct
17. Student Deduction	Training returning students to help new students; introducing students to college activities; interpreting student services and regulations
Administration	
18. Program Articulation	Arranging for staff liaison with high school counselors and with appropriate officials at colleges of transfer; appointing student personnel staff members to faculty committees; arranging for close communication with various academic departments
19. In-Service Education	Providing for staff supervision; encouraging staff participation in professional associations; arranging for consultants to the staff; organizing a systematic program of in-service training for both the professional and the clerical staff
20. Program Evaluation	Developing experimental projects; conducting local institutional research; cooperating in regional, statewide and national research projects; arranging for follow-up studies of former students
21. Administrative Organization	Providing administrative leadership to all facets of the student personnel program; preparing organizational patterns and job descriptions; preparing budgetary requests; identifying and interpreting staffing needs

Some colleges might well have a sixth administrative subdivision, Special Services, and include within it dormitory and food services as well as a greatly expanded health program. Perhaps special counseling and other student personnel activities for nonregistered adults in the community should also be covered by this administrative umbrella.

a staff to fit the functions

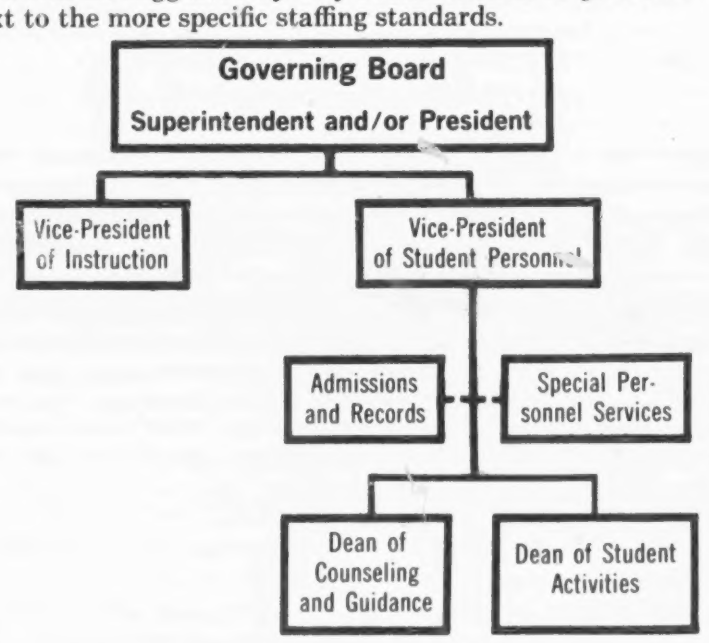
Functions are performed by staff members. If the college provides the staff members, the functions will be per-

formed; if not, they will not be performed. If the college provides professional staff members, the functions are likely to be professionally performed; if not, they probably will not be.

It is worth repeating at this point that even among the forty-nine larger junior colleges studied, only 25 per cent were judged to be performing even two-thirds of the basic personnel functions in a satisfactory manner. Less than half of these colleges were providing the most crucial counseling and guidance services at a performance level meriting the rating of "satisfactory." If these depressing figures are projected out to cover the national scene, it can be conservatively estimated that a half million junior college students are being deprived of adequate counsel. In a period when rapidity of technological change makes career planning a nightmare of complexity, it was found that few if any of the junior colleges were providing occupational information in more than a nominal fashion. If the colleges had initiated programs to correct these most grievous faults, a truly optimistic note could be sounded. The fact is that nine out of ten of the junior colleges studied were doing little, if anything, in systematic self-study directed toward corrective in-service training.

Forty per cent of the sample of even large junior colleges had student personnel programs headed by directors who did not have even the minimum professional training defined as a master's degree in student personnel or in the behavioral sciences. By a rather complicated derivation from known data on the training of approximately 3,000 full and part-time junior college counselors, it was concluded that in 1965 there were no more than 800 professional counselors employed on a full-time equivalency basis in the 800 junior colleges. These figures suggest the absurd ratio of 1,200 students per professional counselor. Although the difficulties loom appalling, it will be necessary to train and employ an additional 2,500 counselors if adequate counseling opportunities are to be provided to junior college students. In addition, other specialists in student personnel will be needed, hence must be trained, in proportionate degree.

Attention will now be turned from recounting the staffing problem to discussing what can be done about it. It has become traditional in the history of the junior college movement to give equal status to the instructional and student personnel divisions within the junior college. The national advisory committee endorses this tradition and, depending on the size of the college, recommends an administrative structure reflecting this division of the college labors. Before staffing patterns and qualifications are recommended in detail, an overall administrative structure will be suggested by way of illustration to give context to the more specific staffing standards.



The national advisory committee boldly indicts the present status of student personnel programs in most private and public junior colleges. Considering the aims of the junior college and the nature of its student body, it accepts a comprehensive and top quality student personnel program as a logical imperative. The committee urges not only a full complement of staff members but also solid academic preparation for this newer breed of professionals within education. The recommended qualifications for each of the supervisory and professional positions within the five administrative divisions will be outlined and will be followed by a summary recommendation of staffing patterns for various size junior colleges.

admissions, registration, and records

1. The supervisor in charge of this unit should be directly responsible to the vice-president of student personnel and should serve in a staff relationship to the dean of guidance and counseling. He should have a master's degree in student personnel or in the behavioral sciences with a minimum of one additional year of graduate work emphasizing data processing systems, research design, and educational testing.

2. If the college is large enough to have nonsupervisory professionals within the Admissions and Records Office, such staff members should also have master's degrees in student personnel work and, when it can be found, advanced training in the technical specialties of this unit.

guidance and counseling

1. The dean of guidance and counseling should be a direct lieutenant to the vice-president of student personnel. He should be at or near the doctoral level of training in counseling psychology and should be qualified by both training and experience to provide supervision and in-service training to the professional counselors—and to faculty advisors, if such are used within the counseling set-up.

2. A larger junior college should also have a head-counselor to assist the dean in supervision and in training. The head-counselor should have at least a master's degree in counseling psychology or in the more general student personnel field.

3. Most of the student personnel staff members will, of course, be counselors. All should have master's degrees in counseling psychology or the behavioral sciences, but it would be well, in larger colleges, to secure people with various emphases: diagnostic testing, psychotherapy, occupational information, value analysis, group processes, etc.

4. Some colleges, from tradition, philosophy, or short budget, will use faculty advisors to do educational and sometimes even vocational counseling. When faculty members are used for such functions, there should be selection of those who have a penchant for interpersonal work. Further, there should be insistence on continuous in-service training to bring them to reasonable competence in these most intricate and significant tasks.

placement and financial aids

1. This staff function should serve and therefore be closely related to both guidance and counseling and to student activities. In larger colleges the placement officer and the director of scholarships and loans should be responsible to the vice-president of student personnel. In smaller colleges these services will probably be performed by counselors with appropriate interest and background. In the former instance, a master's degree in either business

personnel or student personnel would be the recommended training. Placement and financial aid require intimate knowledge of and close contact with the community; hence wide experience in business or industry should also be prerequisite.

student activities

1. The dean of student activities should also serve as lieutenant to the vice-president of student personnel. Unfortunately, there are few graduate programs in this specialty; hence the minimum academic requirement of a master's degree in student personnel, or the behavioral sciences or recreation should be supplemented with graduate work in group processes, leadership techniques, philosophy of higher education, school law, and some aspects of business administration.

2. Larger colleges requiring assistants in the student activities office should give serious thought to selecting noncertificated people who have graduate training and wide experience in specialties such as social recreation, publications, food-service management, impresario of cultural events, and athletic management.

administration

1. The vice-president of student personnel should have staff officers in admissions and records and in placement and financial aids and should have line officers in guidance and counseling and in student activities. In larger colleges the vice-president should have an administrative assistant to do more routine administrative chores and perhaps to become a specialist in preparing applications for research and development projects under the various federal laws and foundation grants. In many colleges the coordinator of institutional research will be most directly responsible to this vice-president.

Other factors being equal, in selecting a vice-president of student personnel the college should seek a person with a doctorate in the behavioral sciences, or directly in student personnel, and one with junior college experience in all facets of the personnel program.

The recommended staffing pattern, given in Table V, is based on a careful analysis of the assigned functions and man-hour requirements within each administrative unit. These staffing recommendations are given for junior colleges with head-count enrollments of 500; 1,000; 2,500; and 5,000. Evening division enrollments were not considered and would swell the staffing requirements.

The staffing for guidance and counseling will of course be different for those colleges organized to use faculty advisors for academic programing of students in their majors. Reduction of number of counselors should also be possible if interested and qualified faculty members are trained as paraprofessionals within the broader counseling field. The national advisory committee recognizes that using faculty in this function is not uncommon and has some direct and indirect values, yet the committee questions whether any staffing or budgetary gains accrue and, more important, questions the wisdom of using quality teachers to perform counseling services.

professional training to create a professional staff

There are approximately 3,000 persons devoting half-time or more to student personnel work in the junior colleges. If 30 graduate units in student personnel or cognate fields is considered a minimum of professional training, some 45 per cent of student personnel workers in the larger colleges and 60 per cent in the smaller colleges fall below this

TABLE V

Recommended Student Personnel Staffing Patterns By Administrative Units and for Student Enrollments of Various Sizes

Administrative Unit	Staff Levels	Enrollments 500	1,000	2,500	5,000
Admissions, Registration and Records	Registrar or admissions director	1	1	1	1
	Professional	0	½	1	2
	Clerical	2	4	6	8
Guidance and Counseling	Dean of guidance and counseling	1	1	1	1
	Head counselor or supervisors	0	0	1	2
	Professional counselors	1	2	8	16
	Clerical	1	1½	2½	5
Placement and Financial Aids	Director (combined)	½	½	1	1
	Professional (placement or scholarships)	0	0	½	1
	Clerical	1	1	1½	2
Student Activities	Dean of student activities	1	1	1	1
	Professional	0	0	½	1
	Clerical	½	1	2	3
Administration	Vice-president of student personnel	1	1	1	1
	Administrative assistant	0	0	0	1
	Clerical	1	1	1	1

minimum. Further, to properly staff the personnel programs of the junior colleges in the United States an additional 2,500 counselors and other specialists would be needed—right now. These disturbing statistics are repeated here to underscore two rather obvious deductions: (1) graduate schools need to develop the programs and hire the staffs to prepare battalions of new student personnel workers; and (2) all workers in the field need professional upgrading, and for about one-half of them this will have to be of heroic proportions to bring them to a floor level of professional preparation. Although each of these points will be discussed separately, graduate training and in-service training should be concomitant and interrelated programs, sharing high priority and urgency.

Graduate schools are enjoined to recruit candidates with proper potential and present to them a training program covering the twenty-one student personnel functions described in this study. The curriculum should be designed to provide all candidates core training in counseling and in the dynamics of individual and group behavior. Most should follow the counseling specialty, for numerically this is where there is greatest need. Many, however, should be encouraged to take those specialty courses which would qualify them for positions in such student personnel areas as admissions and records, student activities, foreign-student advisement, placement, scholarship and loans, compensatory education for the disadvantaged, occupational information, research and development, and psychometry.

The undergraduate education should be catholic in scope, for most aspects of student personnel work involve decision making, therefore requiring the general education needed to assist in value analysis. Principles of economics, dynamics of the labor market, analysis of social issues, ethics, minority group relations, learning theory, research techniques and design are all suggested academic pursuits. The foundation fields at the graduate level should be the behavioral sciences, and the philosophy-psychology-sociology of the junior college. This last hyphenated field is recommended without equivocation: the junior college serves a different clientele, operates from different philosophic assumptions, and has basically different aims from the secondary school or the four-year college; hence, preparation for junior college student personnel work should be uniquely geared to the junior college. Graduate training institutions would do well to form a curricular advisory committee and invite junior college student personnel practitioners to serve as advisors, analysts, and critics to their student personnel training programs. Even more, graduate schools should recruit experienced junior college personnel specialists as instructional staff members.

Academic training should gradually merge into a full internship in which the fledgling is given supervised experience in most, if not all, aspects of student personnel. This field work, or internship, should be done at a junior college, preferably one which, with university support, has developed into a demonstration center for junior college student personnel services. Supervisors should have released time to work closely with the interns and should be well rewarded by the training institution. The strength of the undergraduate preparation would make training time somewhat variable, but in most instances the course work, supervised field experience, and the usual hurdle requirements for the master's degree would add up to a two-year graduate program. As noted in another context, returning practitioners who aspire to the responsibility of development and administration of student personnel services should have additional preparation equivalent to the doctorate, and this preparation should be specific to student personnel, not generalized to higher education nor to administration.

Upgrading present student personnel workers to a

professional level has an immediacy equal to, if not greater than, the proper training of new staff members. In nine out of ten of the junior colleges studied, adequate in-service training is not now being provided. To take a harsh, realistic view, many colleges have student personnel administrators who are not adequately prepared themselves and are therefore incapable of training their understaffed and overworked subordinates. The point is introduced here and will be developed in the next chapter that in-service training will, to a large extent, have to be initiated by outside professional agencies, be performed by outside resource people, and be subsidized by federal, state, professional association, or foundation money.

The first step in this bootstrap operation should be effective interpretation of the nature and purposes of student personnel work to college presidents, governing boards, and, in some instances, to state legislators. This is a task to be done by articulate spokesmen who carry the authority of personal or institutional prestige. They should also have the wisdom to recognize that each college must be encouraged to put its personal stamp on whatever developmental work is to occur. Such spokesmen, perhaps under the auspices of the American Association of Junior Colleges or the U. S. Office of Education, should be able to offer some material assistance to those individual colleges or statewide systems willing to undertake a planned upgrading of their student personnel programs.

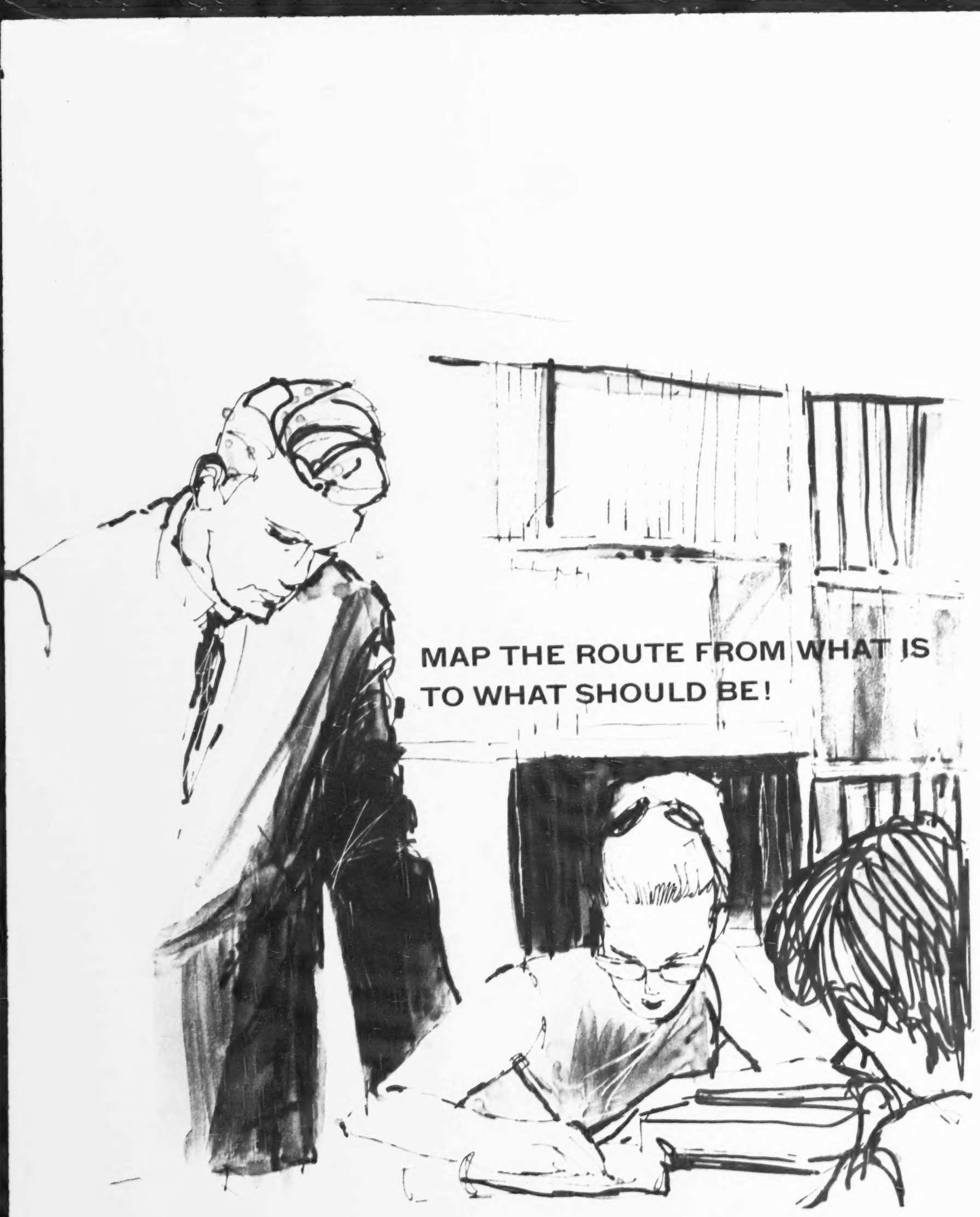
The next step should be involvement of present or potential student personnel administrators in programs of leadership development. Depth training of administrators is prerequisite to continuous and systematic in-service training of student personnel workers. Regional universities are in the best position to provide the quality of leadership development which would be seminal to the growth and development of junior college student personnel programs. Although full-time, doctoral-level training is recommended, practicality dictates that summer seminars or other brief but intensive educational injections would be most practical for meeting immediate needs.

In-service training needs to be initiated and coordinated by the student personnel administrator, but this does not mean he becomes the fount of all knowledge and wisdom. Student personnel workers, like their chiefs, need subsidized opportunities to return to graduate schools for short or long-term advanced training in student personnel work. They need periodic critiques of what they are actually doing in their day-by-day work. Those involved in personal counseling or value analysis need occasional consultation with a psychiatrist, or perhaps a clinical psychologist. Each of the various student personnel specialists could profit from expert consultation, and budgetary provisions should be made for such services. It is the recommendation of the national advisory committee that recognized student personnel specialists be made available as field consultants to junior colleges requesting this assistance. These consultants should be particularly adept at stimulating institutional self-studies and in suggesting ideas for development. They should be provided by national associations, universities, and testing agencies with various materials and instruments which would foster appraisal and development. Their availability should be made known to all junior colleges; their prestige should be enhanced by strong endorsement of regional accrediting agencies; the cost of their services should be cooperatively financed by the junior college and by governmental or foundation subsidies.

Two other sources of in-service development will only be mentioned at this point and more amply described later. The competence of counselors in career information was demonstrated to be pitifully low. It does not appear feasible for each college to become a source of comprehensive,

accurate, current national, and local information. It is recommended, therefore, that regional centers for collection, analysis, interpretation, and microfilm distribution of career information be established to serve as major in-service training agencies for counselors in the junior colleges and in all other institutions involved in career guidance. The last source of on-the-job training recommended is the establishment of regional demonstration and development centers. A few selected junior colleges within each region of the country should be brought into cooperative alliance with graduate training centers and should be encouraged to develop demonstration student personnel programs for other junior colleges to emulate. They should be provided sufficient funds to engage in the self-studies and other institutional research preliminary to program development. Geography permitting, such well-honed student personnel agencies should serve as the place of internship for master's degree or doctoral candidates in junior college student personnel work. They should also be encouraged, financially and otherwise, to host administrators and student personnel workers eager for the stimulation of creative ideas on how they might improve their own programs.

From the status study on junior college student personnel work, deductions have been made on the creation of the proper institutional environment, on the nature of the functions to be performed, on the structure of the staff needed to carry out these functions, and on the training necessary to professionalize the work of the staff. What remains is to boldly map the route from what is to what should be.


MAP THE ROUTE FROM WHAT IS
TO WHAT SHOULD BE!

The study demonstrated what the professionals in the field had long suspected: not many junior colleges have student personnel programs whose adequacy even approaches the importance of the task to be done. When studies are made of what is wrong, the very yardstick of wrongness is an educated hypothesis of what is right; deductions in the study of what should be were often the other side of the coin of assessment of what presently exists. However, to presume to deduce the "what" carries with it the obligation to describe the "how." So, often with broad strokes and with varying degrees of detail, an attempt will be made to chart directions.

There are many ways, not just a single route, to get from here to there. In any enterprise as complex as providing needed personnel services to students in junior colleges, the route to higher levels of adequacy, and then perhaps to excellence, will sometimes be frontal, sometimes oblique and even devious, sometimes dividing into many byways, and sometimes unitary with the committed moving forward in a single direction and with the power of numbers. To demonstrate the priority of creative ideas, this chapter will begin with a theoretical contribution on the decision-making process, particularly in vocational counseling. This will be followed by brief discussion of an emerging point of view on student activities. Then, perhaps more directly en route, will come a priority listing of further research made evident by the study. Finally, in a progressive narrowing toward singleness of direction and increased power will come recommendations for action at the local, state, regional, and national levels.

a new look at the making of career decisions

Students in junior colleges are more likely than not to come from homes where the father works at the semi-skilled or skilled level. Many of the students are the first in the family to attend a college. They are often freighted down with insecurities and have perceptions of reality distorted by prestige or status needs. They have an entrepreneurial view toward higher education seeing it as a risk of their time against the probability of greater material profits to them if and when they complete this training. These dynamics help explain the traditional 75 to 80 per cent declaration of a transfer major when actually only about 25 per cent ever carry out these transfer plans. Career mobility is overplayed for the evidence points to most junior college graduates only inching up to the skilled or semiprofessional and small business level. To be sure, a goodly number do effect transfer and do qualify themselves for both the lower and upper reaches of managerial and professional careers. It must be remembered, however, that neither the curriculum nor vocational counseling can be centered on this 25 or 30 per cent of junior college students who, significantly, often come from homes in a higher socio-economic bracket.

It is necessary for the usual junior college student to be aware that he, not the institution nor circumstances, made his career choice. For his own mental health and, of less import, for the political support to the junior college, it is important when he finds his career mobility isn't a

jump from semiskilled to professional, that he not consider himself a failure nor make the junior college into his scapegoat. The pace of technological change makes it apparent that most people below the professional or managerial level will be obliged to retrain themselves for new careers at least once, and maybe several times, in their lifetimes. As a matter of fact, few indeed will, in the future which is envisioned, be able to find irrevocable identity in some stable career. The more generally educated men may be able to respond to the question, "What do I want to be?" with the answer, "A complete man." Those with middle-level education will continue to be pushed to answer the "What do I want to be?" question with some career designation, preferably a prestigious one. Yet it is the man of middle-level education who will sustain the greatest career instability and who has least hopes of finding his psychological identity in some lifelong job. The logic of what has been so far leads inescapably to the necessity of a posture of tentativeness. Tentativeness is then the first half of what may seem to be a contradictory attitude or viewpoint toward career development.

The same students who come from lower-middle level homes have less intrinsic interest in education, less richness of intellectual background, less psychological support from parents, and perhaps less native capacity to learn. Yet, every teacher will confirm the learning theorists' contention that commitment is the primary determinant of effective learning. To be fully engaged and to channel constant energies directly on target, one must be emotionally committed to the larger goal and convinced of the relevance of the moment-to-moment tasks to this larger goal. Commitment is then the second half of the attitude or viewpoint directed toward career development.

This concept of present commitment within a larger and longer term posture of tentativeness has been described in the context of career planning. It has application beyond this single aspect of decision making. Almost all societal forces are as much in flux as the economic technology; hence, much can be said for commitment within a larger frame of tentativeness as a necessary attitude toward the human condition and therefore toward all decision making.

Acceptance of this seeming commitment-tentativeness contradiction as an accurate reflection of the present and predicted life conundrum, makes it imperative for the junior college to firmly set the responsibility for choice with each of its students. To do otherwise denies him the excitment, if not joy, of facing up to significant choice and also gives him the easy but unhealthy escape of considering himself a victim of "the system." The development of an attitude of tentativeness in association with an attitude of commitment requires counseling service to students which both inducts them into requirements and encourages them to understand that it is they who must choose, and why they have chosen as they have. Since decision is a process, not an event, new levels of decision will be reached by the student at each educational juncture. Organization for such decision-making process requires a counselor in complement, not supplement, to the instructor.

a point of view on student activities

The fact that learning is not limited to the classroom need not be viewed negatively. Student activities can be a lot more than just football, dances, and pancake-eating contests. Educational effect follows from the total milieu in which the student is immersed; hence, those concerned with value formation should in a calculated and vigorous manner set out to create a college milieu oriented to the intellectual, the ethical, the political, and the cultural pursuits.

Such a calculated attempt to develop taste and interest in those activities which most educated people would agree to be significant, is needed even more in the com-

munity college than in the four-year liberal arts college or the university. The two-year commuter college is populated by students who still live at home, who are on campus only when their schedule demands it, who often view the experience only as preparation for "going away to college," in short, who have little if any identification with the institution. But identification can be with values as well as with institutions and junior colleges, which are admittedly not self-contained collegiate communities in the traditional sense, can help create a climate in which the more humanizing values prosper. Students will emulate that with which they identify; therefore, let the student activities program be designed to capture and bind the students to the excitement of intellectual controversy, to the pleasures of beauty in all its forms, to political involvement and, hopefully, to commitment to ethical activism.

If colleges are to be primarily intellectual centers, the co-curriculum provides an excellent opportunity to saturate the activities and the conversational content with things intellectual. This may sound manipulative but so also is the curriculum. In both curriculum and co-curriculum, the students and the professionals should have a voice in determining what experiences are most likely to make significant contribution to the student's self-fulfillment and to society's enhancement. A case in point can be found in the political sphere. The junior college is now and will become even more a societal agency engaged in the preparation of political decision-makers. Serving this function properly will require not just acceptance of controversy on the campus but exploitation of controversy in the activities coordinated by the dean of students. Involvement in controversy in the somewhat antiseptic setting of the classroom is not enough. The campus itself must become a marketplace of ideas and the students of all ages must be given the training and experience to be hard-headed, discerning bargainers.

a catalog of priority research

The national advisory committee of the study never presumed to arrive at more than operational answers to the most pressing questions concerning student personnel practices in the junior college. As a matter of fact, one of the original objectives of the study was to assess research needs. The urgency of this aim was shared by the officials in the United States Office of Education and, as a parallel contribution, the U.S.O.E. sponsored the April 1964, Chicago conference designed to highlight research needs of junior college student personnel programs. Some of the recommendations of the research specialists and student personnel practitioners brought together in Chicago became integral parts of the study. However, most of the research recommendations were simply defined and, as is so often true in educational research, became projects in search of a sponsor. Those with greatest immediacy and with most promise for providing answers to key problems raised by the study will be: (1) appraisal or data collecting techniques; (2) research needs requiring descriptive studies; (3) research needs of a correlational type; and (4) experimental studies. To avoid repetition later, a notation will be made on whether each research recommendation would be most appropriate at the national, regional or local levels. Suggestions of possible agencies to do the coordinating or the developmental work will also be ventured.

appraisal or data collecting techniques

1. Development of a standard system by which local and regional employment needs could be ascertained and the predictions disseminated to junior college counselors. (National: United States Employment Service.)

2. Development of a standardized system for describing terminal students to prospective employers and for

describing transfer students to four-year colleges. (National: Committees appointed by the American Association of Junior Colleges.)

3. Construction or adaptation of a test of academic aptitude appropriate for adults in content and with norms for adults out of school five years or more. (National: Professional testing companies.)

4. Joint study by several junior colleges to obtain data describing the characteristics of successful transfer students at the principal transfer colleges in the area. (Regional.)

5. Compilation of institutional characteristics of four-year colleges for use by junior college counselors and students in choosing the college of transfer. (Regional: Centers for Research and Development in Higher Education.)

6. Validation of high school records and test data as predictors of success in academic and vocational curriculums. (Local.)

7. Development of techniques to measure the characteristics of students who do not attend any college and the characteristics of dropout students from the junior college. (Regional: Centers for Research and Development in Higher Education.)

8. Adaptation of existing institutional environment scales to the junior college level, or perhaps devising of new measurements of institutional climate (Regional: Centers for Research and Development in Higher Education.)

9. Development of a standard kit of measuring instruments which will encompass all pertinent student characteristics: major aptitudes, past achievements, goals and aspirations, background, interests, attitudes, values, etc. (Regional: Centers for Research and Development in Higher Education.)

research needs requiring descriptive studies

1. Accurate description of the major dimensions of the junior college environment and of the prevailing values of the students vis-a-vis those of the professional staff. This will have to be delayed until present institutional environment scales have been adapted to the junior college or perhaps unique ones devised. (Local.)

2. Use of existing devices for measuring all aspects of student characteristics to provide a comprehensive profile of the entering students at each junior college. (Local.)

3. Self-studies using the Inventory of Selected College Functions (I.S.C.F.) as the criteria instrument to secure a comparative measurement on the performance of the twenty-one basic student personnel functions. (Local.)

4. Self-studies using the Inventory of Staff Resources (I.S.F.) as the criteria instrument to secure a comparative description of the characteristics, particularly educational and experiential, of local junior college student personnel workers. (Local.)

5. Investigation to ascertain the decision-making process of college choice among junior college students. (Regional: Centers for Research and Development in Higher Education.)

6. Inquiry directed to student personnel workers in the field on their analysis of the goals, content, and methodology of graduate training programs in student personnel. (National: Professional association of student personnel educators.)

research needs of a correlational type

1. Particularly as it applies to the transfer-terminal differential, an analysis of factors related to prestige rat-

ings of various curriculums. (National or regional in preparing instruments and research design; Local in execution.)

2. The personal and situational variables associated with faculty support of the junior college student personnel program. (Regional: Centers for Research and Development in Higher Education.)

3. Use of existing measuring devices for determining the pattern of characteristics which differentiate among successful persisters in various programs and between successful and unsuccessful enrollees in a given program. (Local.)

4. Determination of the personal, educational, and experiential characteristics related to effectiveness in performing student personnel functions. A beginning was made on this crucial research topic in the Carnegie-supported study but some of the most important questions were not asked and the answers to those that were asked were not at all definitive. (National: A major research project to be coordinated by the American Association of Junior Colleges or by a national student personnel association.)

5. A depth study on the consequences (correlates) of various counselor-student ratios. The study recommended a ratio varying somewhat by total enrollment but averaging about 1:350. Junior colleges range from below 1:350 to above 1:1,000, yet the relationship of these ratios to various criteria of effectiveness remains only an educated deduction, not a demonstrated fact. (National or regional: Professional researchers will be needed to design this study and a cross section of junior colleges will be needed as the sample.)

experimental studies

1. The means by which the prestige of educational-vocational counseling can be upgraded in the perception of counselors with a value bias toward psychotherapy. Such a study does, perhaps unjustifiably, assume the centrality of educational and vocational counseling in junior college student personnel programs. (National: A student personnel advisory committee of the American Association of Junior Colleges.)

2. Studies on the impact of contrived curricular, cocurricular and counseling experiences on the value structure of junior college students. (Regional: Centers for Research and Development in Higher Education.)

3. Investigation of the patterns of communication between student personnel workers and faculty advisors which best contribute to the effective promotion of the student personnel point of view to faculty advisors. (Regional: A research alliance of colleges using the faculty advisor system.)

4. Comparison of effectiveness of group vs. individual processes in selected student personnel functions. (National or regional: Such a study will require sophisticated research design, hence should be planned and executed by professional researchers.)

next steps

There is discouragement in having a searchlight reveal the myths and gaps and shabby aspects of many college student personnel services. Yet there is heartening encouragement in seeing responsible people genuinely concerned and determined to change weak programs into adequate ones and adequate programs into strong ones. An investigation such as the Carnegie-supported study opens a flood gate of ideas on how to make improvements, and then the problem becomes one of proper release and

channeling of ideas within the limits of resources and receptivity.

The national advisory committee contents itself with making ten fundamental recommendations of next steps to be taken. It calls upon the professionals in the field, the local junior colleges, the university and college graduate schools, the state and regional agencies, the national associations, and—particularly in the area of financial assistance—the philanthropic foundations and the appropriate agencies of the federal government. It calls on all to join forces to make the promise of student personnel services in the junior college into a reality. Here then are the next ten steps recommended boldly and unequivocally by the national advisory committee and the project staff:

1. Sufficient subsidy should be provided to allow the American Association of Junior Colleges to lead and coordinate a three-year program of improvement of all aspects of junior college student personnel.

2. Interpretation of the importance of student personnel services should be made to legislators, governing boards, administrators, and faculties through the personal contact of authoritative spokesmen. Leaflets, brochures, and other printed interpretation should be prepared for dissemination to parents and students.

3. The research and development projects described in this report should be assigned to the appropriate agency and, where necessary, financial support should be arranged to assure early completion of these projects.

4. All public and private junior colleges should be encouraged to make self-studies of present status toward mapping future plans of development.

5. Financial support should be provided to allow the American Association of Junior Colleges to engage field consultants to assist junior colleges who request help in self-studies, reorganization, planning, and in-service training.

6. Graduate training institutions should be given all necessary assistance to expand and improve master's degree curriculums in junior college student personnel services, to develop training for the noncounselor student personnel specialist, and to provide short-term, intensive seminars for the professional development of practitioners in the field.

7. Potential student personnel administrators should be offered a subsidized doctoral program to prepare them to give professional leadership to all facets of the student personnel program.

8. Regional demonstration centers, associated with graduate training institutions, should be established and given support to provide models of student personnel programs for other junior colleges to emulate and to become internship centers for the graduate training institutions.

9. Regional career information centers should be created to collect, analyze, interpret, and disseminate current occupational information to junior college counselors. Modern, miniaturized data-retrieval systems should be devised.

10. By 1970, there should be a restudy of junior college student personnel programs to measure improvements and to chart new directions congruent with new circumstances.